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ABSTRACT

Developed by the SCAT (Support Competence-Assistance and Training) Project staff, the three documents provide information on the SCAT screener (a series of subtests for identifying high-priority or potentially handicapped students), the initial assessment phase of systematic instruction, and probes for reading and math which are designed to be used as part of the initial assessment procedures. The first document covers background and development, teacher preparation, administration, scoring, and using results of the SCAT screener. (The bulk of this document is comprised of copies of the reading and mathematics skills screening subtests.) The second document covers the five steps involved in initial assessment: group screening in the regular classroom, using screening information to identify potentially handicapped students, 5-day skill probing of high priority students, evaluating assessment information, and reporting and sharing information. Appendixes to this document include answer guides, sample charts and forms, and a summary of skill and skill-level information. The final document contains materials for probing, a procedure for sampling a student's performance on a specific skill over a period of days. (SBH)

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Support, Competency-Assistance & Training

skills screener

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SCAT
SKILL SCREENER

Guide to Administration and Scoring

The Support Competency-Assistance & Training Project

In Systematic Instruction

A Child Service Demonstration Project

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SCORING PROCEDURES

introduction

The purposes of the SCAT screener are to provide regular classroom teachers with information which can be used:

1. to identify high-priority (potentially-handicapped) students, and
2. to design and implement instructional programs for all students

Identifying High-Priority Students

The first purpose is to identify POTENTIALLY-handicapped students. The wording "potentially-handicapped" is important because no one-shot assessment can adequately identify who is handicapped. Because a student is "handicapped" when his or her performance deviates significantly from peer performance on many occassions, only assessments which sample behavior over time can offer legitimate information about handicapped learners.

Teachers using this screener are encouraged to identify students who perform in the bottom 10-25% on reading and math subtests at each grade level. Some of these students may be "handicapped" and should be considered high-priority for additional and more-sensitive evaluation.

For more information on the SCAT Screening process, read Step 1: Initial Assessment, a SCAT Project monograph.

Planning & Programming

The second purpose is self-explanatory. By gathering and analyzing pertinent skill data, regular teachers obtain information about student performance on target skills. This information is useful in planning specific programs to meet individual student needs.

After administering selected screener subtests, REGULAR CLASSROOM TEACHERS will have information needed to:

1. DEVELOP LONG TERM GOALS FOR STUDENTS IN THE CLASSROOM, AND FOR INDIVIDUAL STUDENTS
2. DEVELOP SPECIFIC SHORT TERM OBJECTIVES
3. PLAN APPROPRIATE INSTRUCTIONAL PROGRAMS, AND
4. IDENTIFY HIGH-PRIORITY, "POTENTIALLY-HANDICAPPED" STUDENTS FOR ADDITIONAL ASSESSMENT

The SCAT Screener is designed for administration IN REGULAR CLASSROOMS, BY REGULAR CLASSROOM TEACHERS because we believe it is important that skill assessments provide objective and usable information for classroom instruction.

A screener to meet your needs!

Because you need information about student performance on skills expected in YOUR SCHOOL and AT YOUR GRADE LEVEL, the SCAT Screener is designed as:

A SERIES OF SUBTESTS

from which you, and teachers at your grade level select and administer target subtests.

As quick and comprehensive as you want to make it!

Because you will determine the NUMBER & TYPES of subtests to be administered, it will be easy for you to control

THE LENGTH OF THE SCREENER

and

THE PRESENTATION MODES

Group or individually administered subtests:

As you begin the process of selecting subtests, you will notice that most subtests are group-administered (class-administered). A few subtests can only be administered individually.

You will also notice that the length of the subtest will be determined by the subtest design:

a) group or individually administered
b) timed(one minute) or teacher paced

Background & Development

HISTORY:

This screening instrument was first developed by the 1974-75 SCAT Team, and field tested in Boise, Meridian, Kuna, and Melba elementary schools. The 1975-76 revision was administered in Boise, Troy and Bovill elementary schools. Suggested changes were made and the 1976-77 revision was administered in Boise, Mt. Home, Jerome, Twin Falls, Coeur d'Alene, Troy, and Bovill, Ucon and Iona elementary schools. Based on item analysis and teacher recommendations from these schools, the 1977-78 SCAT skills screener was developed for use by teachers implementing Systematic Instruction.

MAJOR REVISIONS:

SCAT Screeners developed in the past were designed to assess primary grade students in word attack and math skills. Because teachers voiced varied opinions on subtest selection for each level, changes have been made. In the current revision, teachers in each school meet and select, for the local school, subtests which are most appropriate for students in each grade level.

Based on recommendations for more low-level subtests, the number of subtests in pre-academic reading and math skills has been increased. Because other teachers voiced a need for subtests appropriate for intermediate grade students, subtests have been developed to assess skills of 4th, 5th, and 6th graders.

Reading Subtests

R-1	Letter Matching
R-2	Copy Letters
R-3	Letter Recognition
R-4	Hear to Write Letters
R-5	Say Letter Names: Lower Case
R-6	Say Letter Names: Upper Case
R-7	Write Letters Alphabetically
R-8	Say Consonant Sounds
R-9	Write Initial Consonants
R-10	Write Final Consonants
R-11	Write Short Vowels
R-12	Vowel Sounds: Short and Long
R-13	Write Initial Consonant Blends
R-14	Write Consonant Digraphs
R-15	Circle Vowel & Consonant Variants
R-16	Mark Syllables
R-17	Write Contractions
R-18	Circle Prefixes
R-19	Circle Suffixes
R-20	Circle Word Endings
R-21	Read Words

Math Subtests

M-1	Number Matching
M-2	Copy Numbers
M-3	Amount-Number Correspondence 0-9
M-4	Number Recognition 0-9
M-5	Number Recognition 0-99
M-6	Hear to Write Numbers 0-9
M-7	Hear to Write Numbers 0-30
M-8	Hear to Write Numbers 0 - Ten Billion
M-9	Write Numbers Sequentially 0-9, 0-20, 0-50
M-10	Set Recognition 0-9
M-11	Mark the Largest Number 2-9
M-12	Mark the Largest Number 2-999
M-13	Say Number Names 0-9
M-14	Write Answers to Addition Facts: Sums 0-9
M-15	Write Answers to Addition Facts: Sums 0-18
M-16	Write Answers to Addition Problems Sums 0-99: No Carrying
M-17	Write Answers to Addition Problems: Carrying
M-18	Write Answers to Addition Problems: Mixed
M-19	Write Answers to Subtraction Facts: Factors 0-9
M-20	Write Answers to Subtraction Facts: Factors 0-18
M-21	Write Answers to Subtraction Problems: No Borrowing
M-22	Write Answers to Subtraction Problems: Borrowing
M-23	Write Answers to Subtraction Problems: Mixed
M-24	Write Answers to Multiplication Facts: Factors 0-9
M-25	Write Answers to Multiplication Problems: 2-digit Times 1-digit
M-26	Write Answers to Multiplication Problems: 2-digit Times 2-digit
M-27	Write Answers to Division Facts: Quotients 0-9
M-28	Write Answers to Division Problems
M-29	Write Fraction Expansion and Reduction Equivalencies
M-30	Write Answers to Fraction Computation: Mixed Add.,Subt.,Mult.,Div.
M-31	Write Answers to Decimal Computation: Mixed Add.,Subt.,Mult.,Div.

preparation

By meeting initially with your entire faculty and later with teachers of your own grade level, you can select and administer subtests which you mutually believe represent skills to be mastered throughout the year at your specific grade level.

Guidelines for selecting screening subtests

1. Meet with all the faculty members in your building and identify district and/or grade-level objectives (skill expectations) for reading and math. Make a list of objectives for each grade level.

2. Review with other teachers at your grade-level, all subtests provided in the SCAT Screener.

3. With teachers at your grade level, select screener subtests (for your grade) which you mutually believe represent skills to be taught throughout the year.

4. Make a list of subtests selected for use in each grade throughout the school.

CAUTIONS

As you select subtests, review the four caution statements below. Observing these cautions should lead to development of a more successful and profitable initial assessment system.

1. Decide whether you want to sample student performance on skills you expect students to master at the time of assessment (fall) and/or skills you expect students to master by the end of the school year. For example, if you want to administer the screener as a spring post test, you will want to include, in the fall, subtests for all skills to be mastered by the end of the year.
2. Subtest selection based on ONLY beginning of the year expectations will identify those students performing below average, but will provide little information about average and above-average students.
3. Select enough subtests to sample student performance across many skills. But, take care to select a manageable number.
4. While most subtests are group-administered, there are several in both reading and math which need to be individually-administered. Decide whether the added time investment is worth the increased results.

PREPARATION IS CRITICAL

Teachers who have been most pleased with the screener in the past have been those teachers most well-prepared.

Preparation

1. Prepare student booklets.

    a) Duplicate copies of the subtests which will be administered at each grade level.
    b) Collate and staple student booklets, placing a cover page on each.
    c) Check to see that subtest sheets in each booklet are clear, and easy to read.
    d) Check to see that subtests have been collated correctly, and that pages are not missing.
    e) (optional) If you plan to re-administer the screener at the end of the school year, make copies now, so you won't have to worry about misplacing the masters, or running more copies later.

2. Locate and mark administration and scoring guides for each subtest you will be administering at your grade level (mark your guide).

3. Carefully read the administration guide for each subtest you will be administering before you administer the screener.

    The format for a skills screener differs from an achievement test. You may have important questions that need to be clarrified before administering the screener.

    The most important step in preparing for a successful administration is to pre-read, read, and re-read the administration guide, and the correction and scoring procedures. Many administration problems in the past could have been avoided by teachers familiarizing themselves with each subtest prior to administering the screener.

4. Meet with other grade-level teachers to discuss and review consistent administration procedures for selected subtests.

continued

5. Once you have completely familiarized yourself with the administration guidelines and correction procedures:

    a) Plan a screening schedule allowing sufficient time to measure student performance.
    b) Make a sign for your door to prevent interruptions during testing.
    c) Check to see that there are plenty of pencils on hand.
    d) For lower-grade classes, fill out the front of the test booklets for students before testing.
    e) Get a stop watch or clock with a second hand.
    f) (optional) Some teachers have made transparencies of student booklet subtests and used an overhead projector while giving directions and working sample items; if you plan to do this, make all transparencies beforehand, and have the overhead ready for use.

6. If you decide to conduct a practice session prior to the administration of the first subtests, pass out the practice page and complete the practice activities.

Subtest practice page

Your students may not yet have experienced much test-taking. If this is true, you may want to take a half hour or so the day before you administer the screener subtests to familiarize your students with test-taking strategies (following directions, marking X's, or circling letters).

Use the practice page provided at the beginning of the student subtest series, and teacher instructions from the administration manual for subtest practice. Complete the practice page, and conduct practice activities until students in your room can follow the instructions used on the screener practice page, and can make the types of responses expected.

Preparation Checklist

__________ Meet with other teachers for orientation and subtest selection.

__________ Meet again to work out any questions related to administration procedures.

__________ Read and review the administration guide, correction procedures, and scoring guide for the subtests you will be administering.

__________ Make sure you have discussed administration problems and questions before administration starts.

__________ Duplicate and collate student booklets. Check to make certain the copies are in good condition.

__________ Get pencils, stopwatch or clock with a second hand, and a sign for the door.

__________ Make an appropriate testing schedule.

__________ Prepare and use the practice page.

administration

If you HAVE NOT ALREADY DONE SO, decide whether your students need to complete the practice page which accompanies the screener subtests.

If your students are likely to be unfamiliar with the types of instructions and directions you will be giving, or with the types of responses you expect from them, you should administer the practice page, answering student questions as they are posed.

Administration guidelines are presented on the next page.

Read each guideline very carefully

Admistration Guidelines

1. Arrange desks so copying does not become a problem.

2. Post a sign on the classroom door.

3. Pass out student test booklets, and pencils (have extra pencils on hand).

4. Give your own introductory comments:

    We are going to do some work today...or
    This is your booklet...or
    See your name on the front...or
    Write your name on the front...or
    Fill in the first page like this...or
    Open the first page...or
    Fold the booklet like this...

5. Read the instructions for each subtest exactly as written. Notes in parentheses are for teacher information only, not to be read aloud.

6. Repeat instructions or specific items as necessary.

7. Speak clearly and loudly, but do not exaggerate sounds or distort words.

8. Remember this is a test, not an instructional session. Refrain from giving extra cues and hints.

9. If students have questions, do not offer extra explanation. Rather:

    Review sample items, or
    Re-read test item, or
    Repeat instructions, or
    Say something like "Do the best you can".

10. When directing student work on a specific subtest item, wait an appropriate amount of time before moving to the next item.

11. When timing a subtest, be precise about starting and stopping students.

12. Smile. Be positive. Even though this is a test, encourage students to feel comfortable. If individual students are uncomfortable, put them at ease and encourage them to do their best work.

13. At the end of each subtest, you will find a direction to "say something positive". Try:

    Good listening, you really worked carefully on that one...or
    Nice work, you are really trying your best, I can tell...or
    That was fun, wasn't it?...or
    It looks like you all did a really good job...or
    I like the way you put your pencils down...or
    Good stopping, and super work.

scoring

Correction & Scoring Procedures:

1. Make sure you have reviewed correction procedures and scoring procedures for each subtest administered.

   Caution: Many of the subtests have specific correction procedures. Before assuming that you know how to correct any subtest, read the correction procedures.

2. Mark wrong answers on each subtest, and record the number of corrects and errors in the space indicated at the bottom of each page.

3. Transfer scores to the front of each student booklet.

Guidelines for Completing a Class Profile Sheet:

1. On the class profile sheet which accompanies screener materials, enter the name of each student, and the name of each subtest you administered.

2. In the appropriate box, enter student scores for each subtest.

3. Enter the total screener score for each student in the Total Score box.

4. Using the mastery criteria you establish, or the suggested criteria, shade in the scores of all students who have met or surpassed criteria.

Guidelines for rank-ordering student scores:

1. Using the class profile sheet, locate the total screener score for each student.

2. Transfer this score to the rank-ordering sheet by listing the highest score and student name at the top of the sheet. Next, list the second highest score and student name, etc. Continue until all student scores and names are listed on the rank ordering sheet.

Administration, Scoring & Referal Checklist

________ Arrange desks so copying does not become a problem.

________ Post sign on the classroom door.

________ Administer screener subtests.

________ Score each student's booklet, and record the scores for each subtest on the front of each booklet.

________ Rank-order the student scores from high to low.

________ Complete a class profile sheet, coloring in the scores which are at or above mastery criterion.

________ Select those students who need additional assessment (a percentage of low-scoring students).

________ Refer those students to the resource room teacher for additional, individual probing assessment.

________ Make copies of your class summary sheet.

________ Use the information you now have to provide more appropriate, and more systematic instruction.

using results

As you will recall, the purposes of the screener are to provide you with information which can be used to design and implement instructional programs for students in your class, and to help you identify high-priority, or "potentially-handicapped" students for further assessment.

PROGRAMMING INFORMATION

SKILLS GROUPING

Look at the class profile sheet. On the skills-grouping worksheet, list the names of students who have not yet mastered specific skills. Group students by skill needs. This initial skills grouping will assist you in establishing teaching programs which allow those students who have already demonstrated competencies to move to the next skill in your sequence. At the same time, those who need to develop specific skills can receive help with others who have similar skill needs.

INDIVIDUALIZATION

Individualize regular classroom instruction by teaching each child skills he or she needs to master. Individualized instruction can occur functionally in small groups, through one-to-one instructional sessions, or through specific, independent practice activities structured around target skills. The information on the skills-grouping worksheet will tell you who needs what. It's up to you to see that each student's needs are met.

PRETEST-POST TEST INFORMATION

At different points in the school year, recheck student performance using the subtests you selected. Examination of these results will tell you if the instructional programs you have provided in the interum have helped students master new skills.

IDENTIFYING HIGH-PRIORITY STUDENTS FOR ADDITIONAL ASSESSMENT

Based, primarily, on the total number of children at your grade level, you need to

DETERMINE A GROUP OF STUDENTS TO REFER FOR ADDITIONAL ASSESSMENT IN THE AREA(S) OF READING AND/OR MATH.

The main consideration in selecting a group for referral is to think about

MANAGEABILITY

How many students can be adequately evaluated, individually (complete the five-day assessment procedures) by the resource room teacher?

Most teachers who have used the screener have selected between 10-25% of students in reading and 10-25% of the students in math.

Using a selected percentage (for example, 10%), identify the bottom percentage of students in each skill as indicated on the rank ordering sheet.

Then, meet with all the teachers at your grade level and combine lists, reordering scores to create a master list. Select the lowest 10% of the students from all classrooms at your grade level in reading, and select the lowest 10% of the students from all classrooms at your grade level in math.

Refer these students to the resource room teacher or support person who schedules and coordinates the individual assessment procedures.

For additional information, read "Step 1: Initial Assessment", a SCAT Project monograph.

STUDENT'S NAME

DATE

SCHOOL

TEACHER

GRADE

STUDENT BOOKLET

SUBTESTS	CRITERION	CORRECTS	ERRORS
	TOTAL		

SCREENING SCORE (TOTAL CORRECTS MINUS TOTAL ERRORS)

CLASS SUMMARY SHEET

____
(Teacher)

____
(Grade)

Students	Subtests							Screening Score

RANK ORDER SHEET

Reading

Math

HIGHEST SCORE	NAME OF PUPIL
________	________________________
________	________________________
________	________________________
________	________________________
________	________________________
________	________________________
________	________________________
________	________________________
________	________________________
________	________________________
________	________________________
________	________________________
________	________________________
________	________________________
________	________________________
________	________________________
________	________________________
________	________________________
________	________________________

LOWEST SCORE
TOTAL NUMBER OF SCORES:
LOWEST 25% OF SCORES (From________score to________score)

SKILLS GROUPING SHEET

skill: ______________________

skill: ______________________

skill: ______________________

skill: ______________________

skill: ______________________

skill: ______________________

skill: ______________________

skill: ______________________

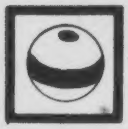
skill: ______________________

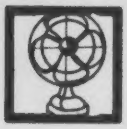
READING

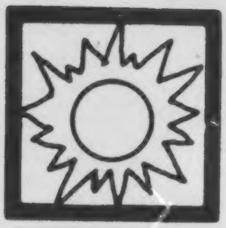
SKILLS SCREENER

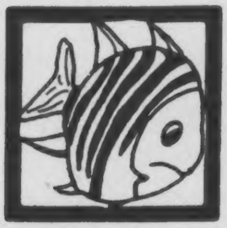
SUBTESTS
ADMINISTRATION GUIDES
SCORING PROCEDURES

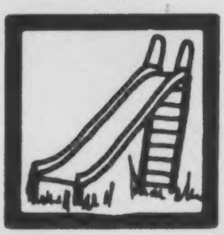
Practice Page











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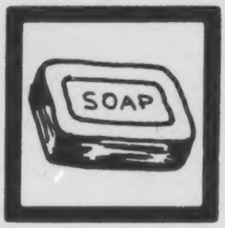

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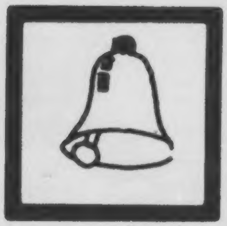

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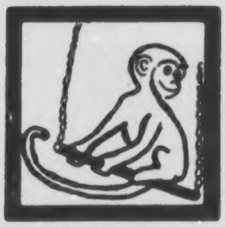

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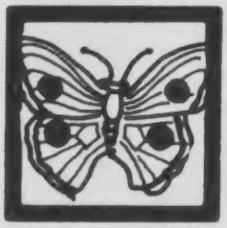

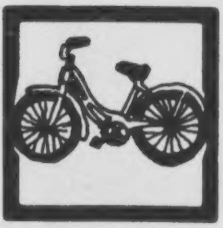

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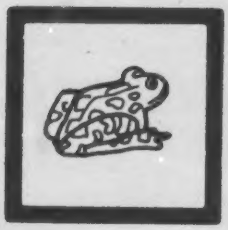
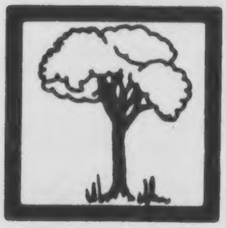




32

corrects

errors

R-1
Letter Matching

N S S

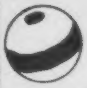
f d f

J I J	P R R	Y X Y	(3)
g g p	z w z	H A A	(6)
n h h	v v w	Q O Q	(9)
m n m	c c e	m w w	(12)
z s s	k h k	p g p	(15)
E E D	T I T	i j i	(18)
X X K	n u u	T T F	(21)
B R B	o o c	P D D	(24)
I L L	n r n	F F E	(27)
a a o	P D P	B H H	(30)
(10)	(20)	(30)	

_____ corrects

_____ errors

R-2
Copy Letters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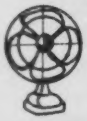

k
___

J a H L e K I m (8)

___ ___ ___ ___ ___ ___ ___ ___

O p W n i D f b (16)

___ ___ ___ ___ ___ ___ ___ ___

R g V s A z h F (24)

___ ___ ___ ___ ___ ___ ___ ___

Q u E d B G x T (32)

___ ___ ___ ___ ___ ___ ___ ___

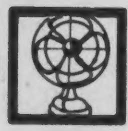
C q l y M j N r (40)

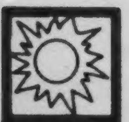
___ ___ ___ ___ ___ ___ ___ ___

(5) (10) (15) (20) (25) (30) (35) (40)

_______ corrects _______ errors

R-3
Letter Recognition

c o l m  R X D S

 s i h b

e m n c

f q z k

p a f j

o z e k

g f b x

y t n v

u j a x

p y r l

g i w u

q h v r

m w d c

s o y d

(13)

C L X K

D R B Z

M L F Q

G P W F

D X O M

U A K N

C J E V

Q V O B

H U S E

R Y J S

W N T H

I T A S

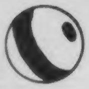
G Y P I

(13)

_______ corrects _______ errors

R-4

Hear to Write Letters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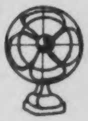
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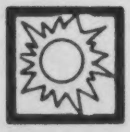
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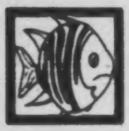
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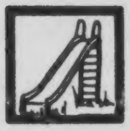
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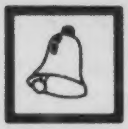
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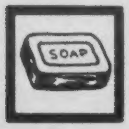

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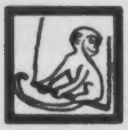
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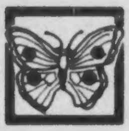
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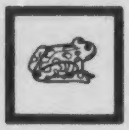
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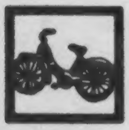
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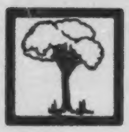
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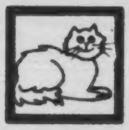
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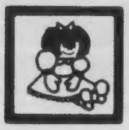
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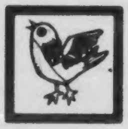
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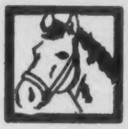
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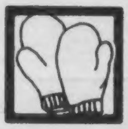
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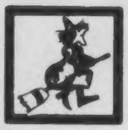
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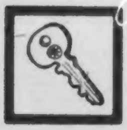
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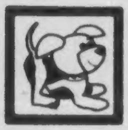
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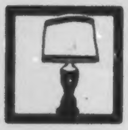
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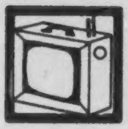
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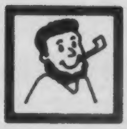
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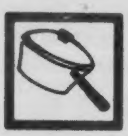
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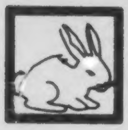
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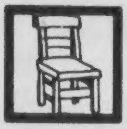
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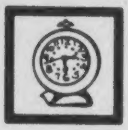
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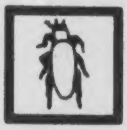
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(26)

______ corrects

______ errors

R-5

Say Letter Names: Lower Case

x o

t	r	o	u	c	z	(6)
m	a	y	e	k	j	(12)
i	n	s	g	b	x	(18)
l	p	h	q	v	f	(24)
w	d	o	m	u	r	(30)
z	c	a	t	e	y	(36)
j	k	n	i	g	s	(42)
x	b	p	l	q	h	(48)
f	v	d	w	t	o	(54)
(9)	(18)	(27)	(36)	(45)	(54)	

R-6

Say Letter Names: Upper Case

S M

Z	C	U	O	R	T	(6)
J	K	E	Y	A	M	(12)
X	B	G	S	N	I	(18)
F	V	Q	H	P	L	(24)
U	R	O	T	D	W	(30)
E	Y	A	M	Z	C	(36)
G	S	N	I	J	K	(42)
Q	H	P	L	X	O	(48)
B	T	D	W	F	V	(54)
(9)	(18)	(27)	(36)	(45)	(54)	

____ corrects ____ errors

R-7
Write Letters Alphabetically

______ ______

______ ______ ______ ______ ______ (5)

______ ______ ______ ______ ______ (10)

______ ______ ______ ______ ______ (15)

______ ______ ______ ______ ______ (20)

______ ______ ______ ______ ______ (25)

______ ______ ______ ______ ______ (30)

(6) (12) (18) (24) (30)

______ corrects ______ errors

R-8
Say Consonant Sounds

m	d

n	t	b	y	x	s	j	(7)
m	g	r	w	d	l	c	(14)
p	h	k	z	f	q	v	(21)
t	n	y	b	s	x	g	(28)
m	j	w	r	l	d	v	(35)
h	p	z	k	q	f	c	(42)
j	s	y	x	b	t	n	(49)
c	l	d	z	r	m	g	(56)
v	q	f	w	k	h	p	(63)
(9)	(18)	(27)	(36)	(45)	(54)	(63)	

______ *corrects*

______ *errors*

R-9
Write Initial Consonants

a. ____ b. ____

1. ________
2. ________
3. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
11. ________
12. ________
13. ________
14. ________
15. ________
16. ________
17. ________
18. ________
19. ________

________ corrects ________ errors

R-10
Write Final Consonants

c. ____ d. ____

1. ________
2. ________
3. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
11. ________
12. ________
13. ________

________ corrects ________ errors

R-11
Write Short Vowels

a. ____ b. ____

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
11. ________
12. ________
13. ________
14. ________
15. ________

________ corrects ________ errors

R-12
Vowel Sounds: Short and Long

c. short⌣ long—

d. short⌣ long—

1. short⌣ long —
2. short⌣ long —
3. short⌣ long —
4. short⌣ long —
5. short⌣ long —
6. short⌣ long —
7. short⌣ long —
8. short⌣ long —
9. short⌣ long —
10. short⌣ long —
11. short⌣ long —
12. short⌣ long —
13. short⌣ long —
14. short⌣ long —
15. short⌣ long —
16. short⌣ long —
17. short⌣ long —
18. short⌣ long —
19. short⌣ long —
20. short⌣ long —

________ corrects ________ errors

R-13

Write Initial Consonant Blends

a. ______ b. ______

1. ________

2. ________

3. ________

4. ________

5. ________

6. ________

7. ________

8. ________

9. ________

10. ________

11. ________

12. ________

13. ________

14. ________

15. ________

16. ________

17. ________

18. ________

19. ________

20. ________

21. ________

________ corrects ________ errors

R-14

Write Digraphs

c. ______ d. ______

1. ________

2. ________

3. ________

4. ________

5. ________

6. ________

7. ________

8. ________

9. ________

10. ________

________ corrects ________ errors

R-15
Circle Vowel and Consonant Variants

a. mess lamb rub him

b. cut match chain quote

1.	white	wrist	wreck	rabbit
2.	pipe	my	sip	high
3.	germ	jump	game	fudge
4.	wallet	spray	shape	claim
5.	cute	due	funnel	lucky
6.	zoom	foot	door	hoe
7.	bar	chair	arch	care
8.	store	ever	scorch	hurt
9.	point	close	joy	sprout
10.	be	weeping	team	spend
11.	drop	coated	slope	blow
12.	fire	jerk	burned	third
13.	knife	never	kilt	kitchen
14.	pause	stain	naughty	lawn
15.	pout	flower	now	yawn
16.	ramp	faster	phone	peace
17.	city	save	twice	camp

______ corrects ______ errors

R-16
Mark Syllables

a. napkin
b. nobby

1. important
2. excitement
3. incorrect
4. explosion
5. supermarket
6. department
7. quite
8. intermission
9. subtracted
10. remainder
11. atmosphere
12. comprehension
13. remarkable
14. cable
15. remember
16. complaining
17. athlete
8. calculator

______ corrects ______ errors

R-17
Write Contractions

c. do not ______
d. I would ______

1. is not ______
2. you have ______
3. did not ______
4. I am ______
5. they will ______
6. we shall ______
7. they are ______
8. let us ______
9. would not ______
10. you would ______
11. she is ______
12. we have ______
13. can not ______
14. he had ______
15. I shall ______

______ corrects ______ errors

R-18

Circle Prefixes

a. submerge
b. outside

1. adventure
2. inhuman
3. abnormal
4. transparent
5. antifreeze
6. forecast
7. misunderstood
8. proclaim
9. exchange
10. postpaid
11. conform
12. review
13. nonstop
14. discomfort
15. depressing
16. international
17. uncover
18. preheat

________ corrects ________ errors

R-19

Circle Suffixes

c. active
d. hazardous

1. requirement
2. forgiveness
3. delightful
4. enjoyable
5. friendship
6. artistic
7. appearance
8. greenish
9. stupidity
10. downward
11. fearless
12. expression
13. specialize
14. supportive
15. automatically
16. kingdom
17. womanhood
18. bothersome

________ corrects ________ errors

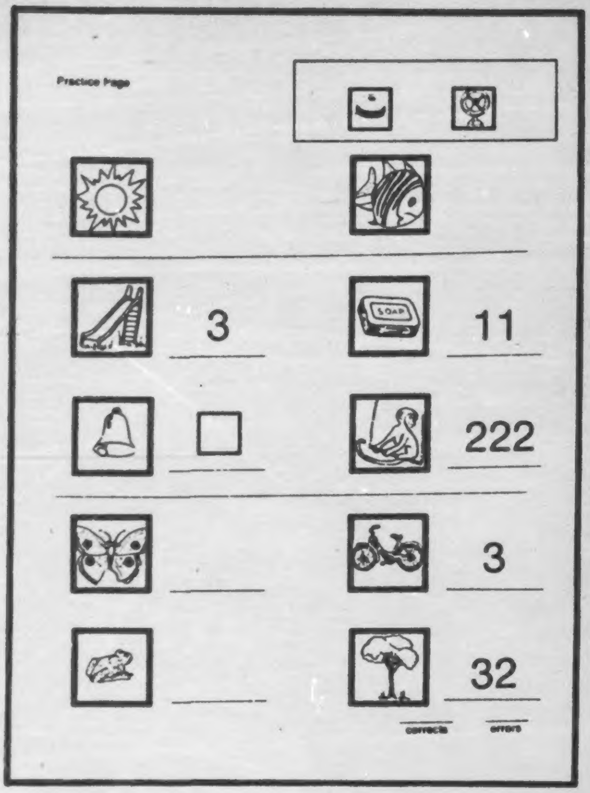
R-20
Circle Word Endings

a.	stone	stony	stoney	stonny
b.	wide	widr	widder	wider

1.	wide	widely	widly	widdly
2.	grin	grined	grind	grinned
3.	mix	mixier	mixer	mixxer
4.	day	dayly	daily	daly
5.	kick	kickt	kicked	kickked
6.	fat	fatest	fatiest	fattest
7.	hint	hintying	hinting	hinteing
8.	fog	fogey	foggy	fogy
9.	toss	tosses	tos's	toses
10.	bike	biking	bikeing	bikking
11.	poor	pooriest	poorest	poorst
12.	cry	ceyed	cryied	cried
13.	luck	lucky	luckky	luckey
14.	jumpy	jumpiest	jumpyst	jumppiest
15.	rob	robeing	robing	robbing
16.	drum	drummier	drumer	drummer
17.	snappy	snappier	snappyer	snapier
18.	smile	smilly	smiley	smily

_____ corrects _____ _____ errors

Practice Page



Skill: Pointing, Circling and Slashing with a line

Design: Group Administered
Teacher Paced

Level Suggestion: Kindergarten
First Grade
Second Grade

Task: Students practice the skills needed to complete screener.

Criterion: 10 correct
0 errors

Teacher's Instructions: Make sure everyone has the page positioned correctly before them(not upside down or turned over).

Listen.
Take this finger and point to the picture of the ball.
(Teacher demonstrates and checks all students pointing. Shape for those students not performing correctly.)

Now take your finger and point to the picture of the fan.
(Teacher checks all students.)

Good! Now take your finger and point to the picture of the sun.
(Teacher checks all students.)

Super! Now point to the fish.
(Teacher checks all students.)

Pick up your pencils now.
Point to the picture of the slide.
Watch me while I make a circle around the number next to the slide. (Teacher demonstrates circling the number.)
Now you make a circle around the number.
(Teacher checks and makes sure all students have put a circle around the number. Help any student who hasn't done this correctly.)

Now point to the picture of the bell.
Take your pencil and make a circle around the box just like me.
(Teacher demonstrates and then checks all students.)

Practice Page continued

Now, point to the picture of the soap.
Make a circle around both of the numbers next to it like this.
(Teacher demonstrates and checks all students.)

Point to the monkey.
Make a circle around all of the numbers next to the monkey.
(Teacher checks all students and corrects any errors.)

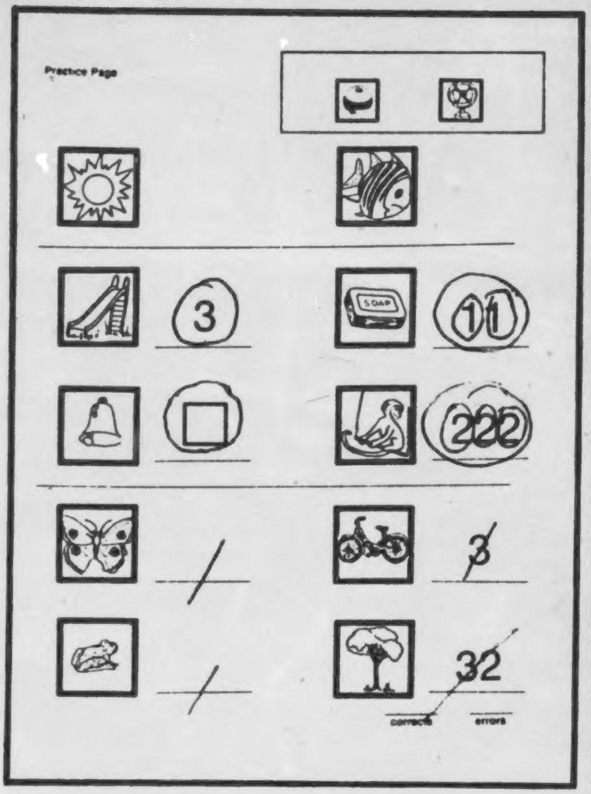
Good Work! Point to the butterfly.
Watch me while I slash here with a line.
(Teacher demonstrates slashing with a line.)
Now you slash the line.
(Teacher checks and corrects all students.)

Good! Point to the picture of the frog.
Take your pencil and slash the line like this.
(Teacher demonstrates and then checks all students.)

Now, point to the bike.
Slash the number with a line like this.
(Teacher demonstrates and checks all students.)

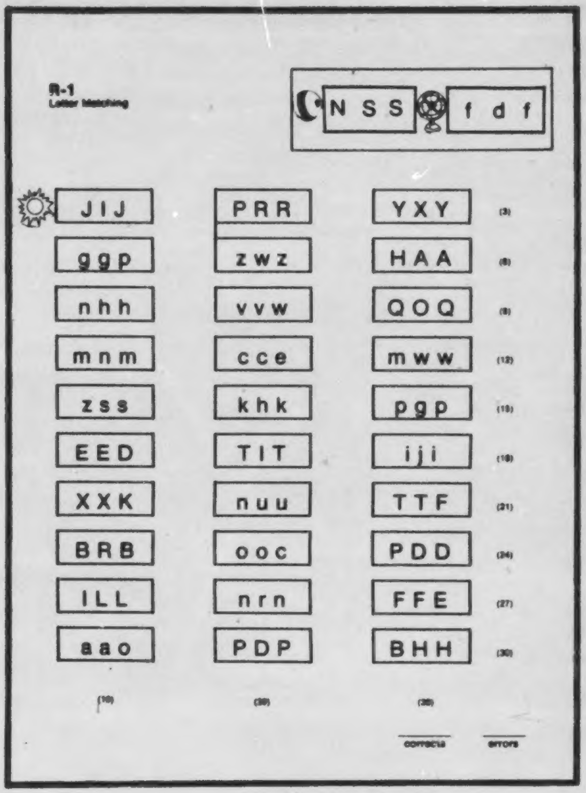
Point to the tree.
Slash the numbers with a line.
(Teacher checks all students.)

Put your pencils down.
(Say something positive.)


Practice Page
3
11
222
3
32
corrects
errors

Practice Page continued

Correction Procedures: If you find students who cannot complete this task sucessfully then take time to instruct them individually until they are proficient at pointing, circling and slashing.



R-1
Letter Matching

N S S f d f

J I J	P R R	Y X Y	(3)
g g p	z w z	H A A	(6)
n h h	v v w	Q O Q	(9)
m n m	c c e	m w w	(12)
z s s	k h k	p g p	(15)
E E D	T I T	i j i	(18)
X X K	n u u	T T F	(21)
B R B	o o c	P D D	(24)
I L L	n r n	F F E	(27)
a a o	P D P	B H H	(30)
(10)	(20)	(30)	

______ corrects ______ errors

Skill: Letter Matching R-1

Design: Group Administered
Timed: 1 Minute

Level Suggestion: Kindergarten
First Grade

Task: Given three letters, students mark two letters which are the same.

Criterion: 12 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to circle letters that are the same.

Sample:

Put your finger on the long box at the top of the page.
(Demonstrate).
In the box by the ball, two letters are the same.
This letter and this letter are the same.
(Teacher demonstrates by pointing).
Circle this letter and this letter.
(Demonstrate, Pause, Check.).

Now, put your finger on the next box by the fan.
Circle the two letters that are the same. (Pause).
You should have a circle around this letter and this letter.
(Demonstrate).

Items:

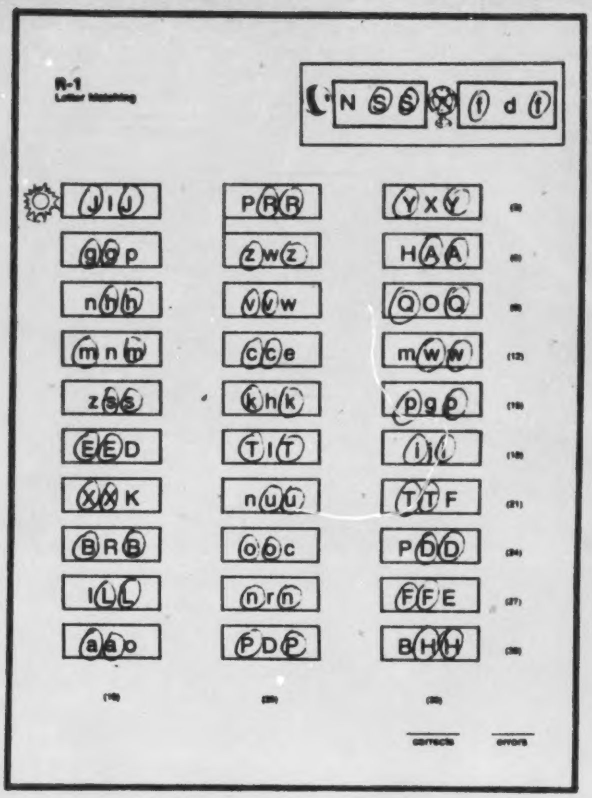
Everyone.....Listen Please. (Pause).
When I say begin, look at the first box by the sun.
Circle the two letters that are the same.

If you do not know an answer, slash the box with a line.
If you make a mistake, do not erase.
Slash it out and circle the correct letter.

Work as many boxes as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Letter Matching Continued R-1



R-1
Letter Matching

N S S f d f

J I J	P R R	Y X Y	(3)
g g p	z w z	H A A	(6)
n h h	v v w	Q O Q	(9)
m n m	c c e	m w w	(12)
z s s	k h k	p g p	(15)
E E D	T I T	i j i	(18)
X X K	n u u	T T F	(21)
B R B	o o c	P D D	(24)
I L L	n r n	F F E	(27)
a a o	P D P	B H H	(30)
(10)	(20)	(30)	

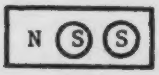
corrects errors

Correction Procedures:

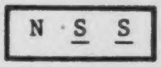
Count each box as correct or error.

Do not count boxes following the last student response.

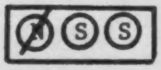
Count as Correct:



Correct letters circled.

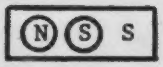


Correct letters marked differently.

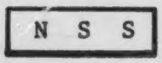


Student's self correction.

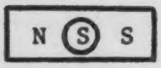
Count as error:



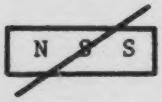
Incorrect letters circled.



No letters circled.



One letter circled.



Box slashed with a line.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

30 total items.

Skill: Copy Letters R-2

Design: Group Administered
Timed: 1 Minute

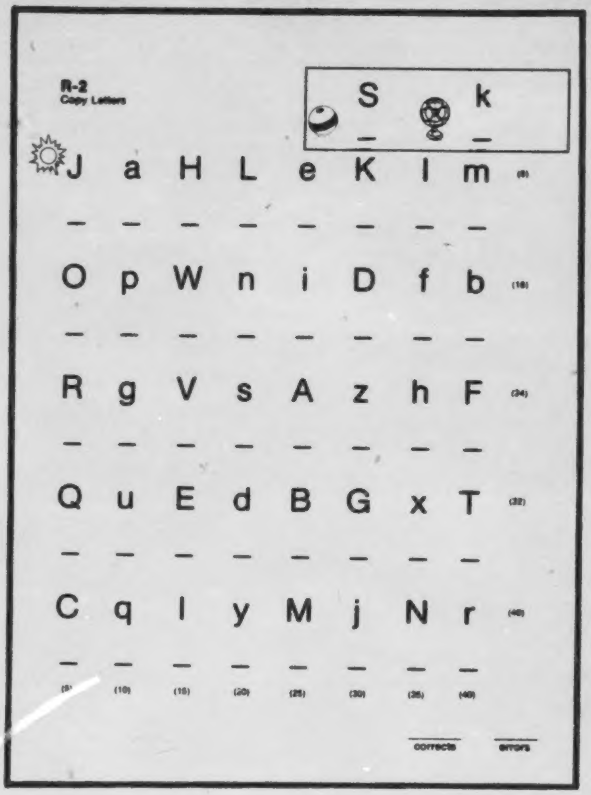
Level Suggestion: Kindergarten
First Grade

Task: Given upper and lower case letters, students copy letters on lines.

Criterion: 10 Corrects
0 Errors

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to copy some letters.



R-2
Copy Letters

S k

J a H L e K l m (8)

O p W n i D f b (16)

R g V s A z h F (24)

Q u E d B G x T (32)

C q I y M j N r (40)

(5) (10) (15) (20) (25) (30) (35) (40)

corrects errors

Sample:

Put your finger on the long box at the top of the page.
(Demonstrate).
Look at the first letter and the line below it by the ball.
(Teacher demonstrates by pointing).
Copy the letter on the line like this.
(Demonstrate, Pause, Check.).

Now, look at the next letter by the fan.
Copy it on the line below. (Pause).
Your letter should look like this. (Demonstrate).

Item:

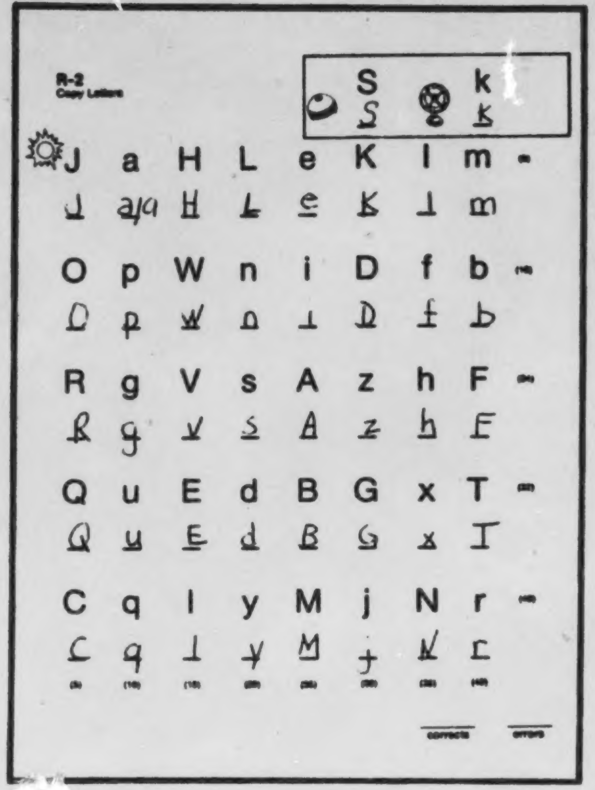
Everyone.....Listen Please. (Pause).
When I say begin, look at the first letter by the sun.
Copy the letters on the line.

If you do not know how to copy a letter, slash out the line.
If you make a mistake, do not erase it.
Slash it out and write the correct letter.

Copy as many numbers as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Copy Letters Continued R-2


R-2
Copy Letters

S k
S k

J a H L e K l m
J a/a H L e K l m

O p W n i D f b
O p W n i D f b

R g V s A z h F
R g V s A z h F

Q u E d B G x T
Q u E d B G x T

C q l y M j N r
C q l y M j N r

corrects errors

Correction Procedures:

Count each letter copied as correct or error.

Do not count letters following the last student response.

Count as Correct:

S S	Letter copied correctly.
S S	Correct letter recognizable.
S ~~S~~	Correct letter not on the line.
S ~~P~~ S	Student's self correction.

Count as Error:

S B	Letter copied incorrectly.
S e	Letter not recognizable.
S ƨ/ഗ	Reversal/Rotation.
S —	Letter not copied.
S +	Line slashed.

(Remember: The skill is copying, not penmanship).

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

40 total items.

Skill: Letter Recognition R-3

Design: Group Administered
Teacher Paced

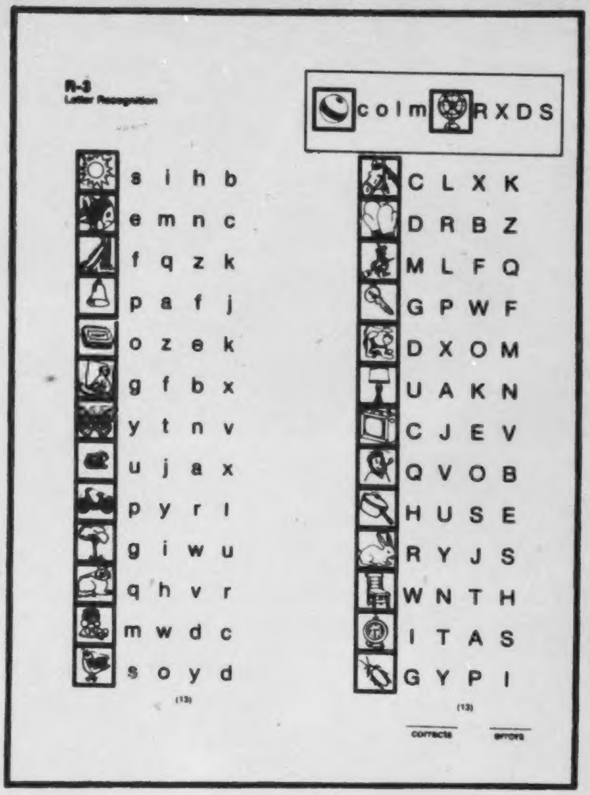
Level Suggestion: Kindergarten
First Grade

Task: Given four upper or lower case letters, students circle the letter said by the teacher.

Criterion: 25 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to circle the letter I say.



R-3
Letter Recognition

c o l m R X D S

s i h b
e m n c
f q z k
p a f j
o z e k
g f b x
y t n v
u j a x
p y r l
g i w u
q h v r
m w d c
s o y d
(13)

C L X K
D R B Z
M L F Q
G P W F
D X O M
U A K N
C J E V
Q V O B
H U S E
R Y J S
W N T H
I T A S
G Y P I
(13)

corrects errors

Sample:

Put your finger on the long box at the top of the page.
(Demonstrate).
The four letters next to the ball are c - o - l - m.
(Teacher demonstrates by pointing).
Circle the letter o.
(Demonstrate, Pause, Check.).
You should have a circle around the letter o, like this.

Now look at the letters next to the fan.
Circle the letter D. (Pause).
You should have a circle around the letter D like this.
(Demonstrate).

Items:

Everyone.....Listen Please.(Pause).
When I say the name of a picture, point to the picture in that row.
Circle the letter I say.
You will go down the page.

If you do not know the letter, slash the picture with a line.
If you make a mistake, do not erase it.
Slash it out and circle the correct letter.

Listen and circle the letter I say.
(Ask for questions).

(Go to next page).

Letter Recognition Continued R-3

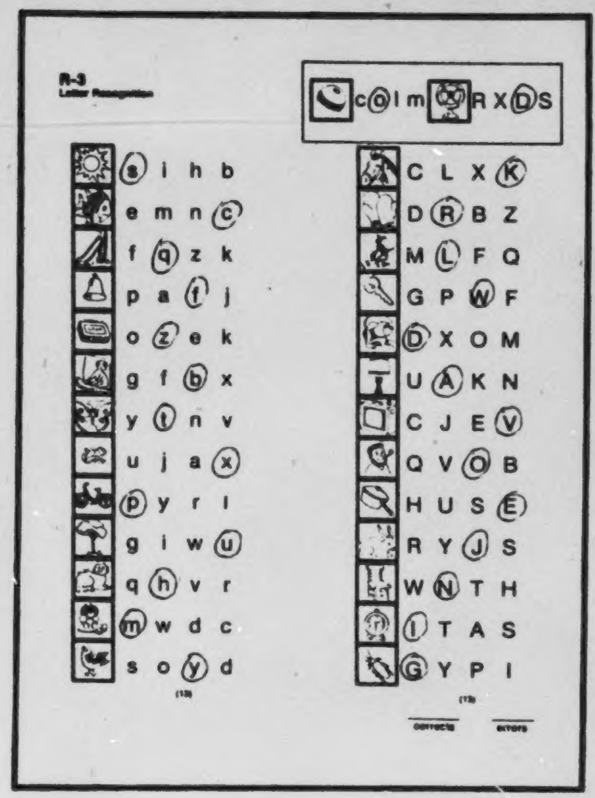
Ready:
(Say each letter twice).

Point to the sun. In this row, circle the s...s.
(Moving down your page).
Point to the fish. In this row, circle the c...c.
Point to the slide. In this row, circle the q...q.
Point to the bell. In this row, circle the f...f.
Point to the soap. In this row, circle the z...z.
Point to the monkey. In this row, circle the b...b.
Point to the butterfly. In this row, circle the t...t.
Point to the frog. In this row, circle the x...x.
Point to the bike. In this row, circle the p...p.
Point to the tree. In this row, circle the u...u.
Point to the cat. In this row, circle the h...h.
Point to the doll. In this row, circle the m...m.
Point to the bird. In this row, circle the y...y.

Go to the top of the next column and point to the horse.
In this row, circle the K...K.
Point to the mittens. In this row, circle the R...R.
Point to the witch. In this row, circle the L...L
Point to the key. In this row, circle the W...W.
Point to the dog. In this row, circle the D...D.
Point to the lamp. In this row, circle the A...A.
Point to the T.V. In this row, circle the V...V.
Point to the man. In this row, circle the O...O.
Point to the pan. In this row, circle the E...E.
Point to the rabbit. In this row, circle the J...J.
Point to the chair. In this row, circle the N...N.
Point to the clock. In this row, circle the I...I.
Point to the bug. In this row, circle the G...G.

Pencils down.
Turn the page.
(Say something positive).

Letter Recognition Continued R-3



R-3
Letter Recognition

c [✓ o] l m R X [✓ D] S

[✓ s] i h b
e m n [✓ c]
f [✓ q] z k
p a [✓ f] j
o [✓ z] e k
g f [✓ b] x
y [✓ t] n v
u j a [✓ x]
[✓ p] y r l
g i w [✓ u]
q [✓ h] v r
[✓ m] w d c
s o [✓ y] d
(13)

C L X [✓ K]
D [✓ R] B Z
M [✓ L] F Q
G P [✓ W] F
[✓ D] X O M
U [✓ A] K N
C J E [✓ V]
Q V [✓ O] B
H U S [✓ E]
R Y [✓ J] S
W [✓ N] T H
[✓ I] T A S
[✓ G] Y P I
(13)

correcte errors

Correction Procedures: Count each item as correct or error.

Count as Correct:

"o" c [✓ o] l m Correct letter circled.

c o l m Correct letter marked differently.

c [✓ o] l ~~[✓ m]~~ Student's self correction.

Count as Error:

c o [✓ l] m Incorrect letter circled.

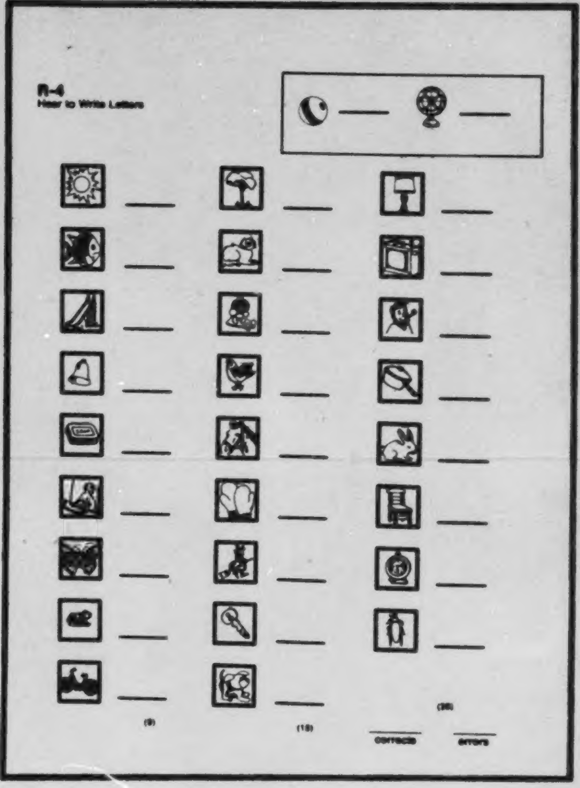
c o l m No letter circled.

c [✓ o] [✓ l] m More than 1 response circled.

c ~~o l~~ m Picture/row slashed with a line.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

26 total items.



Skill: Hear to Write Letters R-4

Design: Group Administered
Teacher Paced

Level Suggestion: Kindergarten
First Grade

Task: Students write the letter said by the teacher.

Criterion: 24 Corrects
2 Errors

Teacher's Instructions: (Make sure everyone is on the correct page.)

(Teacher: Specify upper or lower case letters or both.)

On this page you are going to listen to the letter I say, then write it.

Sample:

Put your finger on the long box at the top of the page.
(Demonstrate).
On the line next to the ball, print the letter I say.
Listen to the letter: M. (Teacher says letter name).
Print the letter M on the line.
(Demonstrate, Pause, Check.).
This is the letter M. (Demonstrate).

Now on the line next to the fan, print the letter S.
(Pause).
You should have the letter S. (Demonstrate).

Items:

Everyone.....Listen Please. (Pause).
When I say the name of a picture, point to it.
On the line, write the letter I say.
You will go down the page.

If you do not know the letter, slash the line.
If you make a mistake, do not erase it.
Slash it out and write the correct letter.

Listen and write the letter I say.
(Ask for questions).

(Go to next page).

Ready:
(Say each letter twice).

* You must decide which of the following to use:

Upper case - capital or big
Lower case - small
You may not want to specify at all.

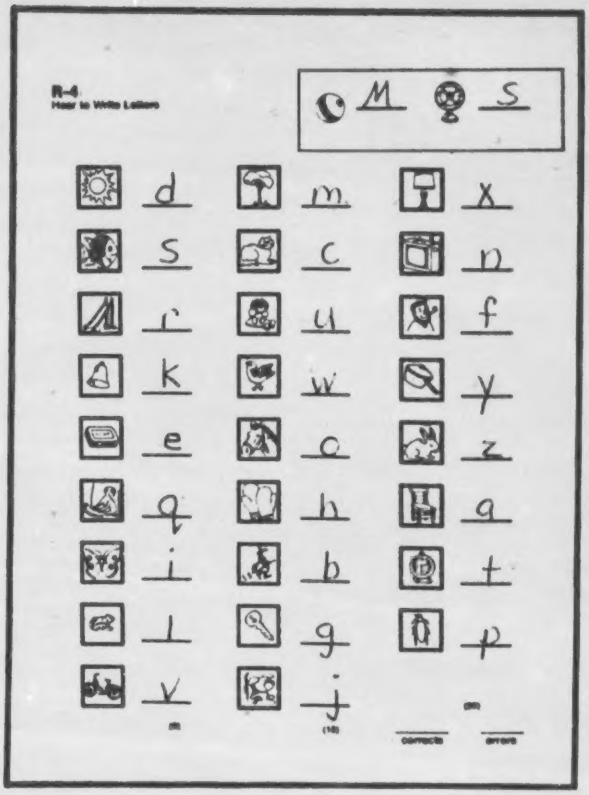
Put your finger on the sun. Print a __*__ d...d
Put your finger on the fish. Print a __*__ s...s.
Put your finger on the slide. Print a __*__ r...r.
Put your finger on the bell. Print a __*__ k...k.
Put your finger on the soap. Print a __*__ e...e.
Put your finger on the monkey. Print a __*__ q...q.
Put your finger on the butterfly. Print a __*__ i...i
Put your finger on the frog. Print a __*__ l...l.
Put your finger on the bike. Print a __*__ v...v.

Go up to the top of the page and put your finger on the tree.
Print a __*__ m...m.
Put your finger on the cat. Print a __*__ c...c.
Put your finger on the doll. Print a __*__ u...u.
Put your finger on the bird. Print a __*__ w...w.
Put your finger on the horse. Print a __*__ o...o.
Put your finger on the mittens. Print a __*__ h...h.
Put your finger on the witch. Print a __*__ b...b.
Put your finger on the key. Print a __*__ g...g.
Put your finger on the dog. Print a __*__ j...j.

Go up to the top of the page and put your finger on the lamp.
Print a __*__ x...x.
Put your finger on the T.V. Print a __*__ n...n.
Put your finger on the man. Print a __*__ f...f.
Put your finger on the pan. Print a __*__ y...y.
Put your finger on the rabbit. Print a __*__ z...z.
Put your finger on the chair. Print a __*__ a...a.
Put your finger on the clock. Print a __*__ t...t.
Put your finger on the bug. Print a __*__ p...p.

Pencils down.
Turn the page.
(Say something positive).

Hear to Write Letters R-4
Continued


R-4
Hear to Write Letters
M
S

d	m	x
s	c	n
r	u	f
k	w	y
e	o	z
q	h	a
i	b	t
l	g	p
v	j	

Correction Procedures: Count each letter as correct or error.

Count as Correct:

"S"	S	Correct letter.
	S	Recognizable correct letter.
	ƨ/ɷ	Reversal/Rotation.
	~~B~~ S	Student's self correction.

Count as Error:

B	Incorrect letter.
	Unrecognizable letter.
___	No letter.
B S	More than one letter.
/	Line slashed.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

26 total items.

Skill: Say Letter Names: Lower Case R-5

Design: Individually Adminstered
Timed: 1 Minute

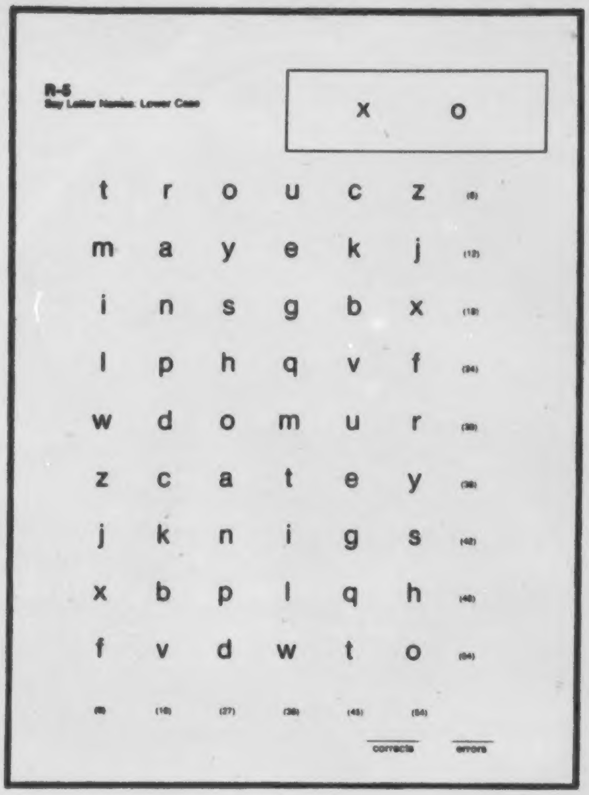
Level Suggestion: Kindergarten
First Grade

Task: Given random lower case letters, student says letter names.

Criterion: 25 Corrects
0 Errors

Teacher's Instructions: (Make sure student has the correct page.)

On this page you are going to say the names of letters.



R-5
Say Letter Names: Lower Case

x o

t	r	o	u	c	z	(6)
m	a	y	e	k	j	(12)
i	n	s	g	b	x	(18)
l	p	h	q	v	f	(24)
w	d	o	m	u	r	(30)
z	c	a	t	e	y	(36)
j	k	n	i	g	s	(42)
x	b	p	l	q	h	(48)
f	v	d	w	t	o	(54)
(9)	(18)	(27)	(36)	(45)	(54)	

____ corrects ____ errors

Recommendation: Reproduce extra copies of the subtest. Use a copy to record each student's corrects and errors.

Sample:

Look at the long box at the top of the page.
The letters in the box are x and o.
(Teacher demonstrates by pointing and saying "x").
(Teacher moves finger and points and says "o").

Now you say each letter name.
(Pause, Check.).
Good! The letters are "x" and "o".

Items:

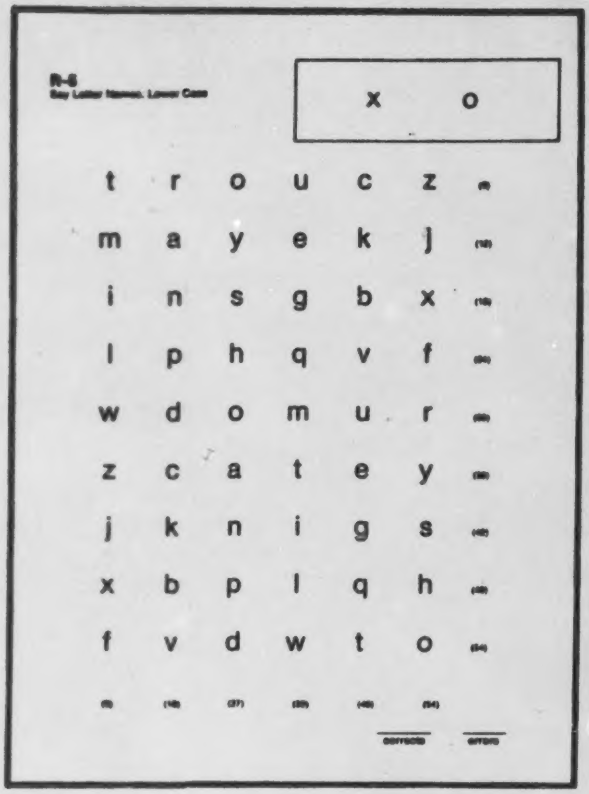
(Student's name).....Listen Please. (Pause).
When I say begin, say each letter name.

If you do not know a letter, say so and go on to the next letter.
If you make a mistake correct it and go on.

Say as many letters as you can without skipping around.
Say the letters until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
If student hesitates for 5 seconds, tell the student to move on.
Stop.
(Say something positive).

Say Letter Names: **R-5**
Lower Case Continued



R-5
Say Letter Names, Lower Case

						x	o
t	r	o	u	c	z	(6)	
m	a	y	e	k	j	(12)	
i	n	s	g	b	x	(18)	
l	p	h	q	v	f	(24)	
w	d	o	m	u	r	(30)	
z	c	a	t	e	y	(36)	
j	k	n	i	g	s	(42)	
x	b	p	l	q	h	(48)	
f	v	d	w	t	o	(54)	
(9)	(18)	(27)	(36)	(45)	(54)		

corrects errors

Correction Procedures:

Count each letter as correct or error.

Do not count letters following the last student response.

Count as Correct:

Correct letter name.

Student's self correction.

Count as Error:

Incorrect letter name.

Letter name skipped.

Letter said not known.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

54 total items.

Skill: Say Letter Name: Upper Case R-6

Design: Individually Administered
Timed: 1 Minute

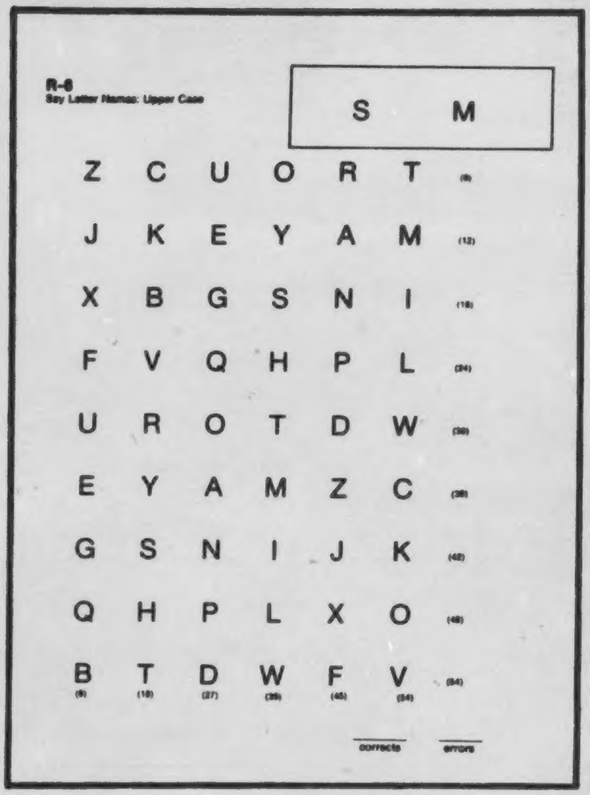
Level Suggestion: Kindergarten
First Grade

Task: Given random upper case letters, student says letter names.

Criterion: 25 Corrects
0 Errors

Teacher's Instructions: (Make sure student has the correct page.)

On this page you are going to say the names of letters.



R-6
Say Letter Names: Upper Case

S M

Z	C	U	O	R	T	(6)
J	K	E	Y	A	M	(12)
X	B	G	S	N	I	(18)
F	V	Q	H	P	L	(24)
U	R	O	T	D	W	(30)
E	Y	A	M	Z	C	(36)
G	S	N	I	J	K	(42)
Q	H	P	L	X	O	(48)
B (9)	T (18)	D (27)	W (36)	F (45)	V (54)	(54)

corrects errors

Recommendation: Reproduce extra copies of this subtest. Use a copy to record each student's corrects and errors.

Sample:

Look at the long box at the top of the page.
The letters in the box are S and M.
(Teacher demonstrates by pointing and saying "S").
(Teacher moves finger and points and says "M").

Now you say each letter name.
(Pause, Check.).
Good! The letters are "S" and "M".

Items:

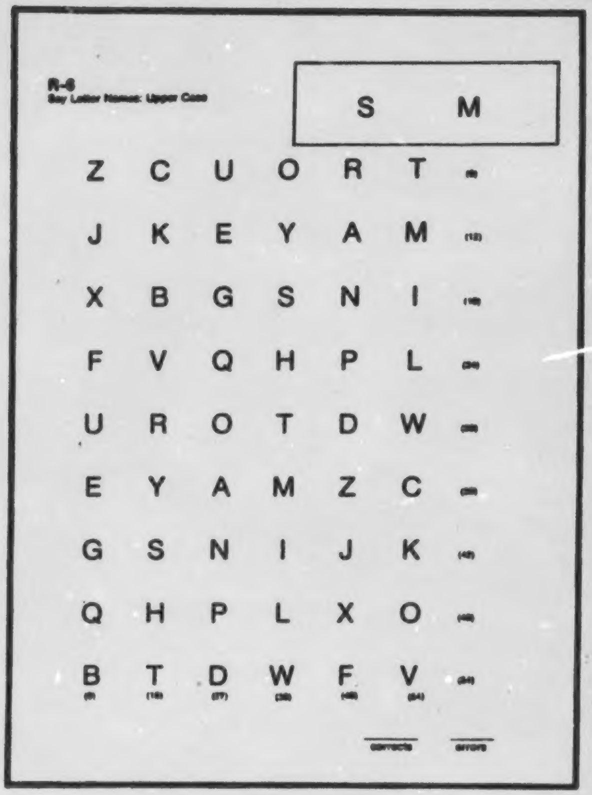
(Student's name).....Listen Please. (Pause).
When I say begin, say each letter name.

If you do not know a letter, say so and go on to the next letter.
If you make a mistake correct it and go on.

Say as many letters as you can without skipping around.
Say the letters until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
If student hesitates for 5 seconds, tell the student to move on.
Stop.
(Say something positive).

Say Letter Name: Upper Case R-6 Continued



R-6
Say Letter Names: Upper Case

S M

Z	C	U	O	R	T	[illegible]
J	K	E	Y	A	M	(12)
X	B	G	S	N	I	(18)
F	V	Q	H	P	L	(24)
U	R	O	T	D	W	[illegible]
E	Y	A	M	Z	C	[illegible]
G	S	N	I	J	K	(42)
Q	H	P	L	X	O	[illegible]
B	T	D	W	F	V	(54)
(9)	(18)	(27)	(36)	(45)	(54)	

corrects errors

Correction Procedures:

Count each letter as correct or error.

Do not count the letters following the last student response.

Count as Correct:

Correct letter name.

Student's self correction.

Count as Error:

Incorrect letter name.

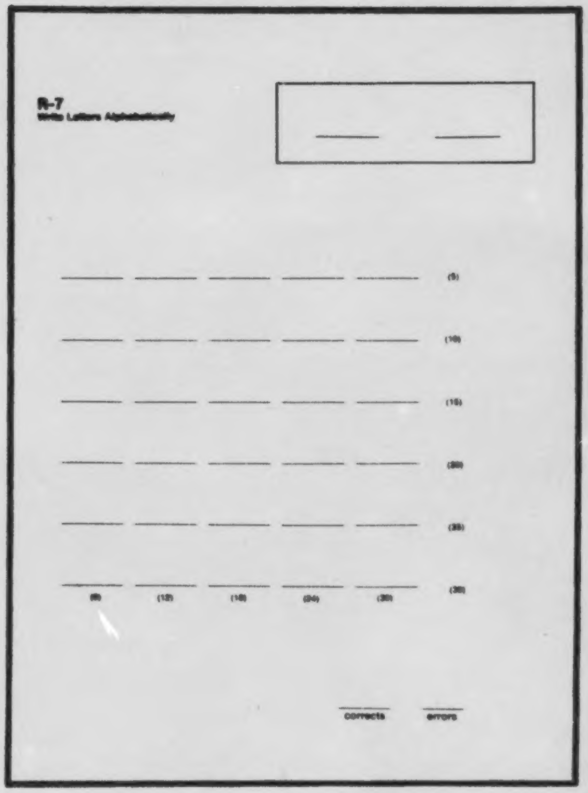
Letter skipped.

Letter said not known.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

54 total items.



Skill: Write Letters Alphabetically **R-7**

Design: Group Administered
Not Timed

Level Suggestion: First Grade
Second Grade

Task: Given a lined sheet, students write letters alphabetically.

Criterion: 25 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to write the letters of the alphabet.

Sample:

Look at the box at the top of the page. (Demonstrate).
A is the first letter in the alphabet.
Write the letter A.
(Demonstrate, Pause, Check.).
The letter B comes after A in the alphabet.
Write the letter B.
(Demonstrate, Pause, Check.).
First comes the letter A then B and so on.

Items:

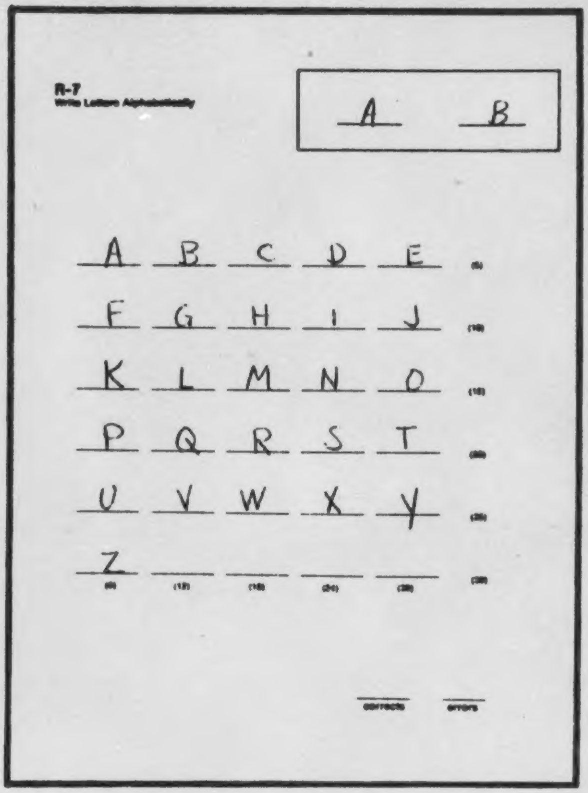
Everyone.....Listen Please. (Pause).
When I say begin, write the letters of the alphabet.
Start with A, then write all the letters after A.

If you do not know a letter, slash the line.
If you make a mistake, do not erase.
Slash it out and write the correct letter.

Write as many letters as you can without skipping around.
When you are finished, put your pencil down and sit quietly.
(Ask for questions).

Ready.....Begin.
Stop. (When all students have finished).
Pencils down.
Turn the page.
(Say something positive).

Write Letters Alphabetically R-7 Continued



R-7
Write Letters Alphabetically

A B

A	B	C	D	E	(5)
F	G	H	I	J	(10)
K	L	M	N	O	(15)
P	Q	R	S	T	(20)
U	V	W	X	Y	(25)
Z					(30)
(6)	(12)	(18)	(24)	(30)	

corrects errors

Correction Procedures: Count each letter as correct or error.

Count as Correct:

A B	Correct letter in order.
A ᗺ/ϖ	Reversal/Rotation.
A B	Recognizable correct letter.
A ~~C~~ B	Student's self correction.

Count as Error:

A Z	Incorrect letter.
B A	Transposed letters.
A	Unrecognizable letter.
A ___	Letter skipped.
A /	Line slashed.
A ___	No letter.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

26 total items.

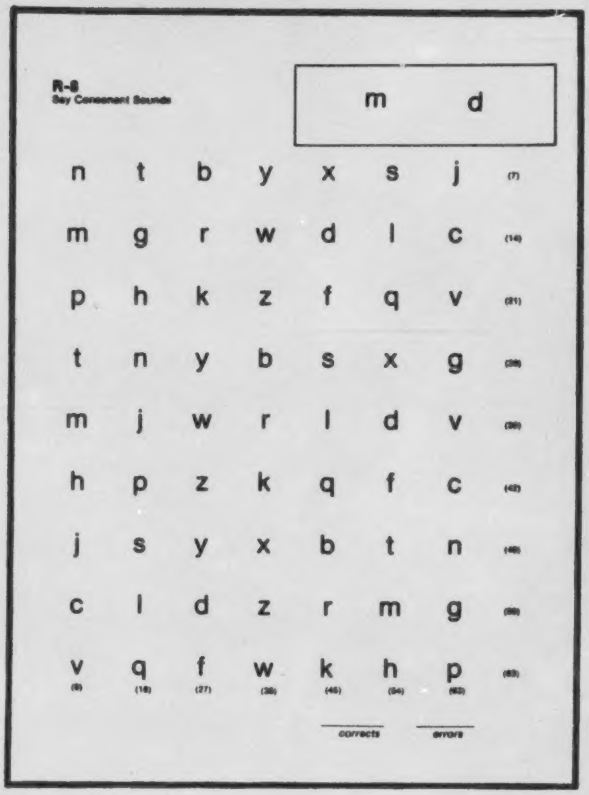
Skill: Say Consonant Sounds R-8

Design: Individually Administered
Timed: 1 Minute

Level Suggestion: First Grade
Second Grade

Task: Given random consonants, student says consonant sounds.

Criterion: 25 Corrects
1 Error



R-8
Say Consonant Sounds

m d

n	t	b	y	x	s	j	(7)
m	g	r	w	d	l	c	(14)
p	h	k	z	f	q	v	(21)
t	n	y	b	s	x	g	(28)
m	j	w	r	l	d	v	(35)
h	p	z	k	q	f	c	(42)
j	s	y	x	b	t	n	(49)
c	l	d	z	r	m	g	(56)
v	q	f	w	k	h	p	(63)
(9)	(18)	(27)	(36)	(45)	(54)	(63)	

_____ corrects _____ errors

Teacher's Instructions: (Make sure student has the correct page.)

On this page you are going to say the consonant sounds.

Recommendation: Reproduce extra copies of this subtest. Use a copy to record each student's corrects and errors.

Sample:

Look at the box at the top of the page. (Demonstrate).
The sounds of the letters are /m/ and /d/.
(Teacher demonstrates by pointing and saying "mmm".
The sound of m - "mmm").
(Teacher moves finger and points and says "ddd".
The sound of d - "ddd").

Now, you say each letter sound. (Pause, Check.).
Good! The sounds are /m/ and /d/.

Items:

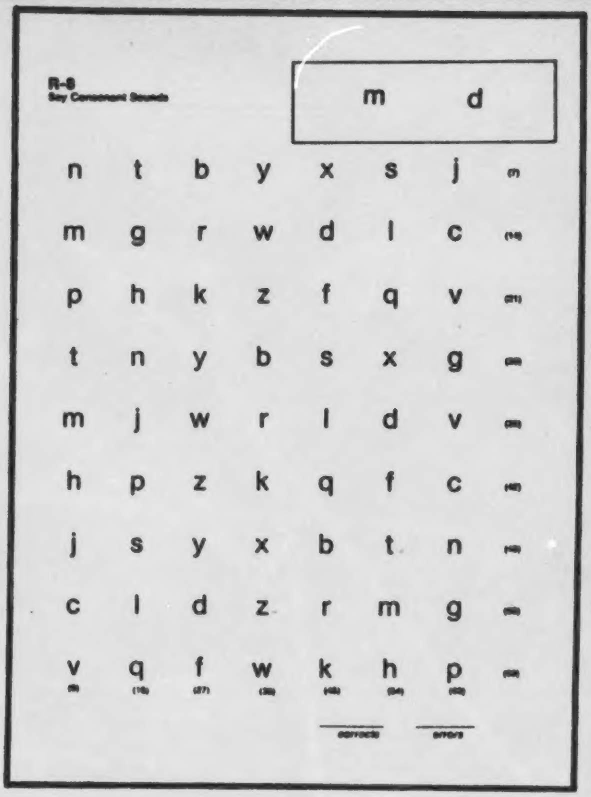
(Student's name).....Listen Please. (Pause).
When I say begin, say the sound for each letter.

If you do not know a sound, say so and go on to the next sound.
If you make a mistake correct it and go on.

Say as many sounds as you can without skipping around.
Say the sounds until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
If a student hesitates for 5 seconds, tell the student to move on.
Stop.
(Say something positive).

Say Consonant Sounds Continued R-8



R-8
Say Consonant Sounds

m d

n	t	b	y	x	s	j	(7)
m	g	r	w	d	l	c	(14)
p	h	k	z	f	q	v	(21)
t	n	y	b	s	x	g	[illegible]
m	j	w	r	l	d	v	[illegible]
h	p	z	k	q	f	c	[illegible]
j	s	y	x	b	t	n	[illegible]
c	l	d	z	r	m	g	[illegible]
v	q	f	w	k	h	p	[illegible]
(9)	[illegible]	(27)	[illegible]	[illegible]	[illegible]	[illegible]	

____ corrects ____ errors

Correction Procedures:

Count each sound as correct or error.

Do not count letters following the last student response.

Count as Correct:

Sound said correctly.

Student's self correction.

Count as Error:

Sound said incorrectly.

Sound skipped.

Sound said not known.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

63 total items.

Skill: Write Initial Consonants R-9

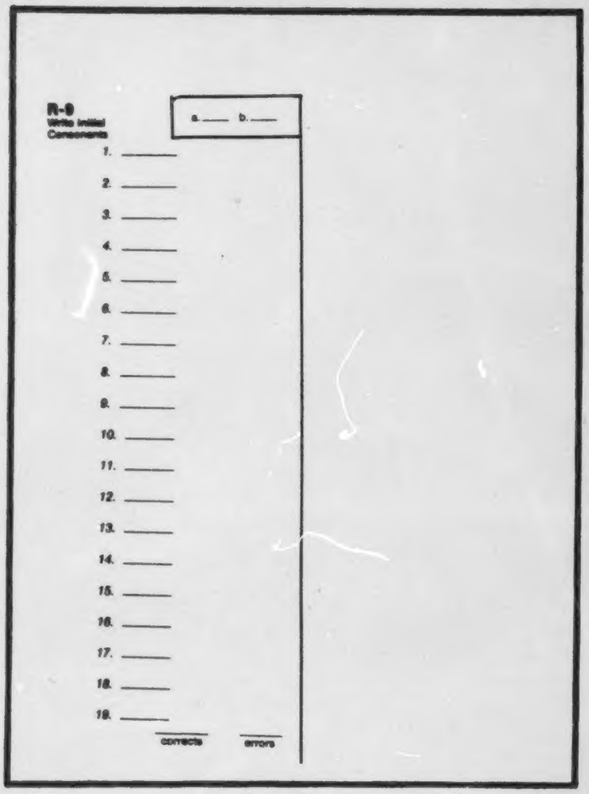
Design: Group Administered
Teacher Paced

Level Suggestion: Second Grade
Third Grade

Task: Students write the letter for the first sound of each work said by teacher.

Criterion: 18 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page and column.)



R-9
Write Initial
Consonants

a. ____ b. ____

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____
16. ____
17. ____
18. ____
19. ____

____ corrects ____ errors

On this first part of the page, you are going to write the first letter of the words I say.

Sample:

Look at the box on this half of the page. (Demonstrate).
Listen to this word: sip.
The first sound of the word sip is /s/. sip.
The letter for /s/ is s.
Write the letter s on the line by a.
(Demonstrate, Pause, Check.).

Now on the line next to b., write the letter for the first sound of the word man. (Pause). man.
The first letter of man is m. (Demonstrate).

Items:

Everyone.....Listen Please. (Pause).
Write the letter for the first sound of each work I say.

If you do not know the letter, slash the line.
If you make a mistake do not erase.
Slash it out and write the correct letter.

Write as many of the first letters as you can.
(Ask for questions).

(Go to next page).

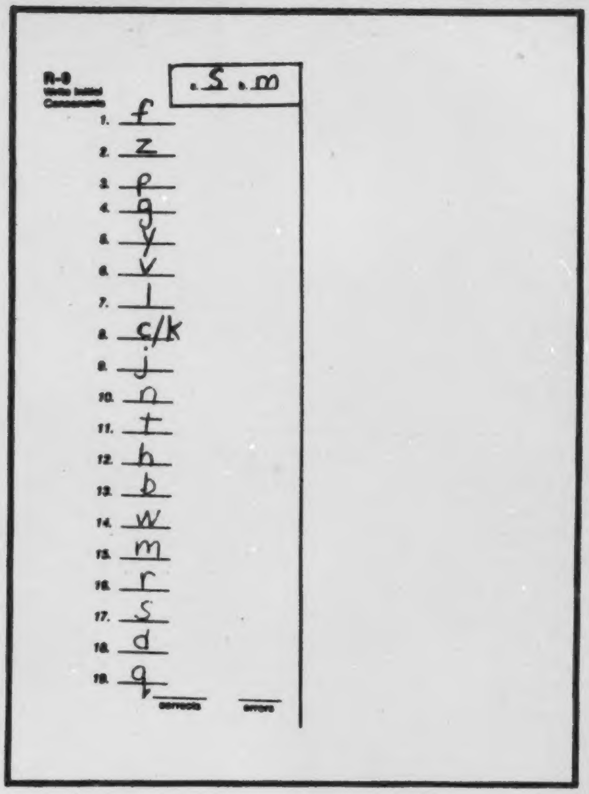
Write Initial Consonants Continued R-9

Ready:
(Read each word twice).

1. fuzz...fuzz.
2. zip...zip.
3. pack...pack.
4. gal...gal.
5. yet...yet.
6. van...van.
7. lip...lip.
8. cop...cop.
9. jot...jot.
10. nod...nod.
11. tug...tug.
12. hug...hug.
13. box...box.
14. win...win.
15. miss...miss.
16. rat...rat.
17. sell...sell.
18. dent...dent.
19. quit...quit.

Pencils down.
Turn the page.
(Say something positive).

Write Initial Consonants R-9
Continued



R-9
Write Initial Consonants

a. S b. m

1. f
2. z
3. p
4. g
5. y
6. v
7. l
8. c/k
9. j
10. n
11. t
12. h
13. b
14. w
15. m
16. r
17. s
18. d
19. q

corrects errors

Correction Procedures: Count each item correct or error.

Count as Correct:

"sip"	s	Correct letter.
	sip	Correct word.
	2/n	Reversal/Rotation (except b/d).
		k for c, q for qu.
	~~b~~ s	Student's self correction.

Count as Error:

b	Incorrect letter.
___	No letter.
b s	More than 1 letter.
/	Line slashed.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

19 total items.

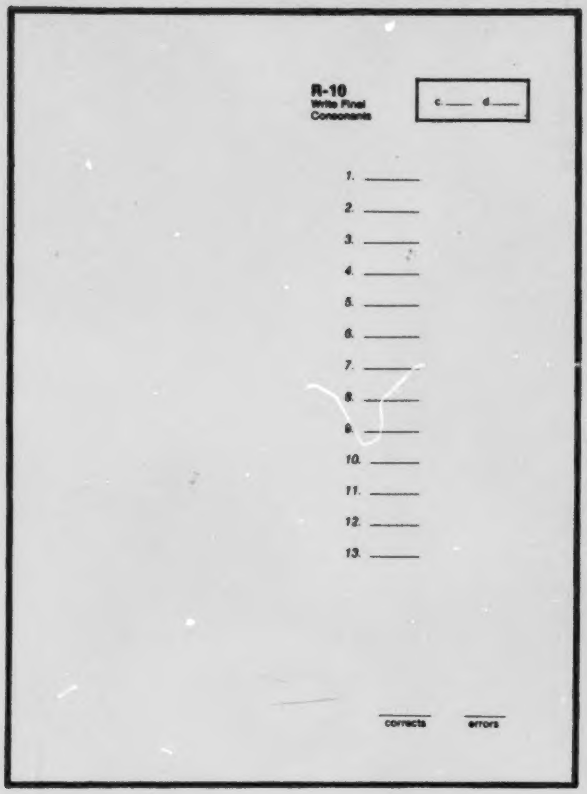
Skill: Write Final Consonants R-10

Design: Group Administered
Teacher Paced

Level Suggestion: Second Grade
Third Grade

Task: Students write the letter for the last sound of each work said by the teacher.

Criterion: 12 Corrects
1 Error



R-10
Write Final
Consonants

c. ___ d. ___

1. ___
2. ___
3. ___
4. ___
5. ___
6. ___
7. ___
8. ___
9. ___
10. ___
11. ___
12. ___
13. ___

___ corrects ___ errors

Teacher's Instructions: (Make sure everyone is on the correct page and column.)

On this second half of the page you are going to write the last letter of the words I say.

Sample:

Look at the box on this half of the page. (Demonstrate).
Listen to this word: can.
The last sound in the word can is /n/. can.
The letter for /n/ is n.
Write the letter n on the line by c.
(Demonstrate, Pause, Check).

Now, on the line next to d., write the last sound in the word ball. (Pause). ball.
The last letter of ball is l. (Demonstrate).

Items:

Everyone.....Listen Please. (Pause).
Write the letter for the last sound of each word I say.

If you do not know the letter, slash the line.
If you make a mistake, do not erase.
Slash it out and write the correct letter.

Write as many of the last letters as you can.
(Ask for questions).

(Go to next page).

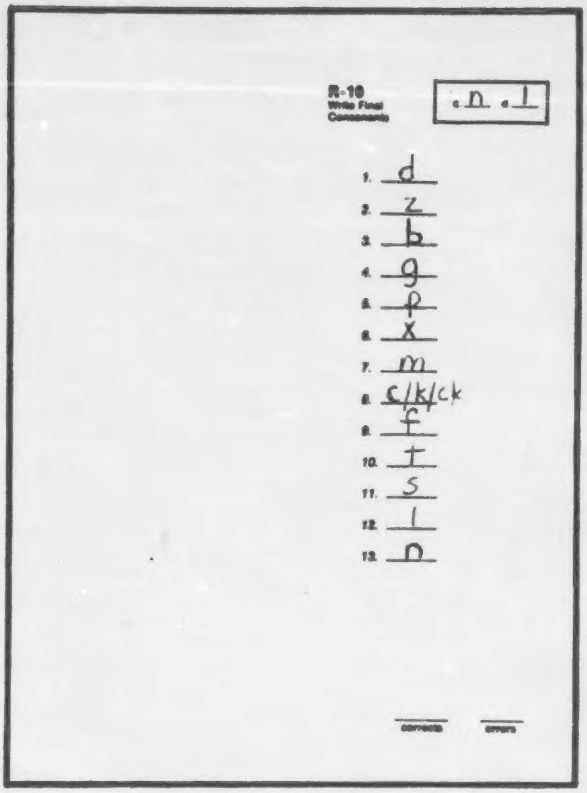
Write Final Consonants Continued R-10

Ready:
(Read each word twice).

1. bed...bed.
2. fizz...fizz.
3. mob...mob.
4. hog...hog.
5. cap...cap.
6. box...box.
7. dim...dim.
8. luck...luck.
9. puff...puff.
10. sit...sit.
11. gas...gas.
12. tell...tell.
13. pan...pan.

Pencils down.
Turn the page.
(Say something positive).

Write Final Consonants Continued R-10



R-10
Write Final Consonants

n l

1. d
2. z
3. b
4. g
5. p
6. x
7. m
8. c/k/ck
9. f
10. t
11. s
12. l
13. n

corrects errors

Correction Procedures: Count each item as correct or error.

Count as Correct:

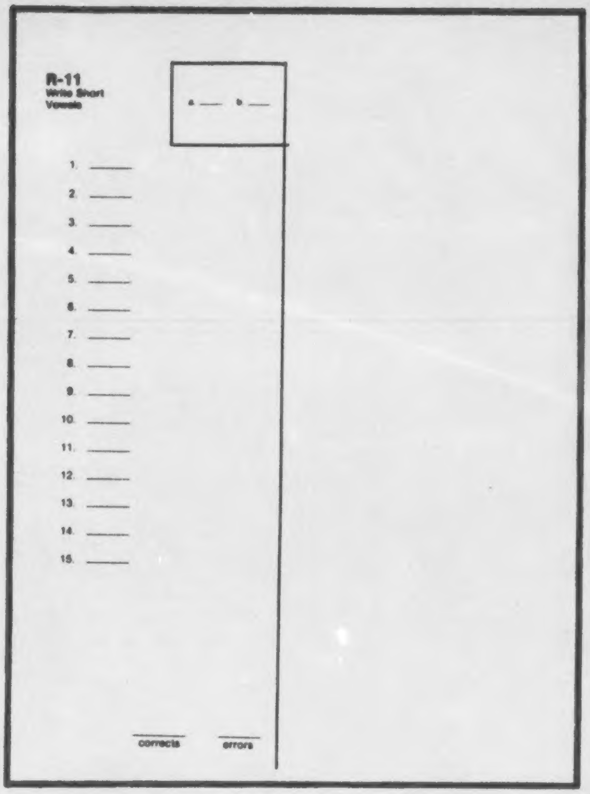
"can"	n	Correct letter.
	can	Correct word.
	n/c	Reversal/Rotation (except b/d).
		c or k for ck, cks or ks for x.
	~~b~~ n	Student's self correction.

Count as Error:

b	Incorrect letter.
___	No letter.
b n	More than one letter.
/	Line slashed.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

13 total items.



R-11
Write Short Vowels

a. ___ b. ___

1. ___
2. ___
3. ___
4. ___
5. ___
6. ___
7. ___
8. ___
9. ___
10. ___
11. ___
12. ___
13. ___
14. ___
15. ___

___ corrects ___ errors

Skill: Write Short Vowels R-11

Design: Group Administered
Teacher Paced

Level Suggestion: Second Grade
Third Grade

Task: Students write the letter for the short vowel of each word said by teacher.

Criterion: 14 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page and column.)

On this first part of the page you are going to write the vowel for the words I say.

Sample:

Look at the box on this half of the page. (Demonstrate).
Listen to this word: cat.
The vowel sound in cat is /a/. cat.
The letter for the sound /a/ is a.
Write a on the line by the a.
(Demonstrate, Pause, Check.).

Now, on the line next to b., write the letter for the vowel sound in loss. (Pause). loss.
The letter for the vowel sound in loss is o. (Demonstrate).

Items:

Everyone.....Listen Please. (Pause).
Write the letter for the vowel sound in each word I say.

If you do not know the letter, slash the line.
If you make a mistake, do not erase.
Slash it out and write the correct letter.

Write as many of the vowels as you can.
(Ask for questions).

(Go to next page).

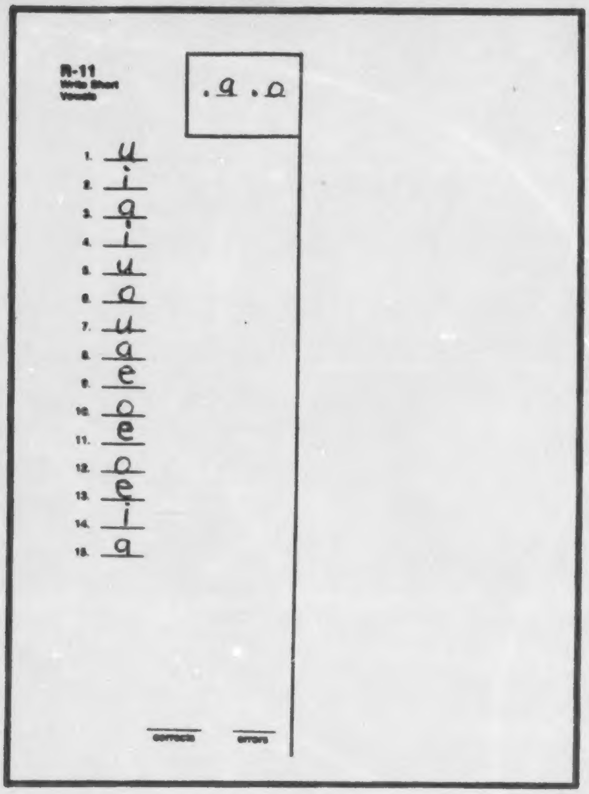
Write Short Vowels Continued R-11

Ready:
(Read each word twice).

1. rug...rug.
2. kid...kid.
3. bag...bag.
4. tip...tip.
5. cut...cut.
6. job...job.
7. gum...gum.
8. wax...wax.
9. hen...hen.
10. got...got.
11. fell...fell.
12. dock...dock.
13. less...less.
14. mix...mix.
15. nap...nap.

Pencils down.
Turn the page.
(Say something positive).

Write Short Vowels Continued R-11



R-11
Write Short Vowels

.a .o

1. u
2. i
3. a
4. i
5. u
6. o
7. u
8. a
9. e
10. o
11. e
12. o
13. e
14. i
15. a

corrects errors

Correction Procedures: Count each item as correct or error.

Count as Correct:

"cat"	a	Correct letter.
	cat	Correct word.
	ɒ/ɐ	Reversal/Rotation.
	~~e~~ a	Student self correction .

Count as Error:

e	Incorrect letter.
e a	More than one letter.
___	No letter.
+	Line slashed.

Scoring Procedures: Count the total number of corrects and errors. Record score on the bottom of the page.

15 total items.

Skill: Vowel Sounds: Short and Long R-12

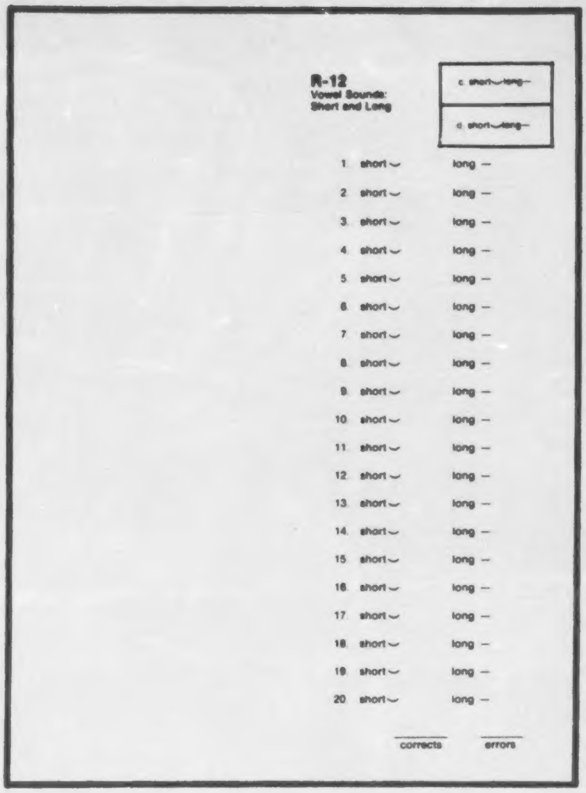
Design: Group Administered
Teacher Paced

Level Suggestion: Second Grade
Third Grade

Task: Students circle the word "long" or "short" or the diacritical marking for the vowel sound in each word said by the teacher.

Criterion: 19 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page and column.)



R-12
Vowel Sounds:
Short and Long

c. short ⌣ long —

d. short ⌣ long —

1. short ⌣ long —
2. short ⌣ long —
3. short ⌣ long —
4. short ⌣ long —
5. short ⌣ long —
6. short ⌣ long —
7. short ⌣ long —
8. short ⌣ long —
9. short ⌣ long —
10. short ⌣ long —
11. short ⌣ long —
12. short ⌣ long —
13. short ⌣ long —
14. short ⌣ long —
15. short ⌣ long —
16. short ⌣ long —
17. short ⌣ long —
18. short ⌣ long —
19. short ⌣ long —
20. short ⌣ long —

corrects errors

On this second half of the page, you are going to circle the word short or long for the vowel sound in the words I say.

Sample:

Look at the box on this half of the page. (Demonstrate).
Listen to this word: kite.
The vowel sound in kite is long i, kite.
Circle the word long by the c.
(Demonstrate, Pause, Check.).

Now, next to d. circle either long or short for the vowel sound in get. (Pause). get.
The vowel sound in get is short.
The word short should be circled. (Demonstrate).

Items:

Everyone.....Listen Please. (Pause).
Circle the word long or short for the vowel sound in each word I say.

If you do not know the answer, slash the number.
If you make a mistake, do not erase.
Slash it out and circle the correct answer.

Work as carefully as you can.
(Ask for questions).

(Go to next page.)

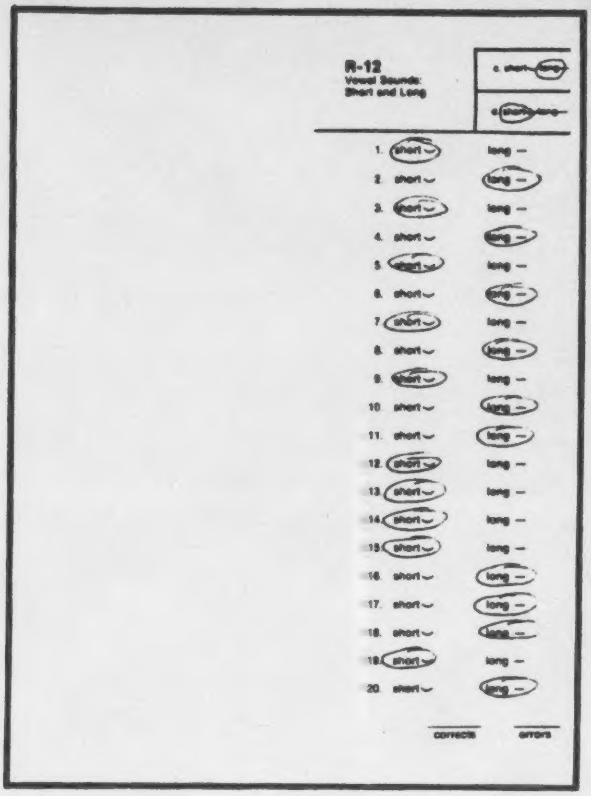
Vowel Sounds: Short and Long Continued R-12

Ready:
(Read each word twice).

1. sock...sock.
2. green...green.
3. led...led.
4. fuse...fuse.
5. buzz...buzz.
6. vine...vine.
7. tub...tub.
8. cake...cake.
9. zap...zap.
10. team...team
11. hope...hope.
12. nag...nag.
13. yes...yes.
14. will...will.
15. mom...mom.
16. cute...cute.
17. dime...dime.
18. rate...rate.
19. fix...fix.
20. pole...pole.

Pencils down.
Turn the page.
(Say something positive).

Vowel Sounds: Short and Long R-12
Continued



R-12
Vowel Sounds:
Short and Long

a. short⌣ [✓ long –]
b. [✓ short⌣] long –

1. [✓ short⌣] long –
2. short⌣ [✓ long –]
3. [✓ short⌣] long –
4. short⌣ [✓ long –]
5. [✓ short⌣] long –
6. short⌣ [✓ long –]
7. [✓ short⌣] long –
8. short⌣ [✓ long –]
9. [✓ short⌣] long –
10. short⌣ [✓ long –]
11. short⌣ [✓ long –]
12. [✓ short⌣] long –
13. [✓ short⌣] long –
14. [✓ short⌣] long –
15. [✓ short⌣] long –
16. short⌣ [✓ long –]
17. short⌣ [✓ long –]
18. short⌣ [✓ long –]
19. [✓ short⌣] long –
20. short⌣ [✓ long –]

corrects errors

Correction Procedures: Count each item as correct or error.

Count as Correct:

"kite"

1. short⌣ [✓ long –] Correct word or diacritical marking.

1. short⌣ long – Correct word or diacritical marking underlined or X'd.

1. ~~[✓ short⌣]~~ [✓ long –] Student's self correction.

Count as Error:

1. [✓ short⌣] long – Incorrect word or diacritical marking.

1. [✓ short⌣] [✓ long –] Both words or diacritical markings.

1. short⌣ long – No marking.

~~1.~~ short⌣ long – Number slashed.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

20 total items.

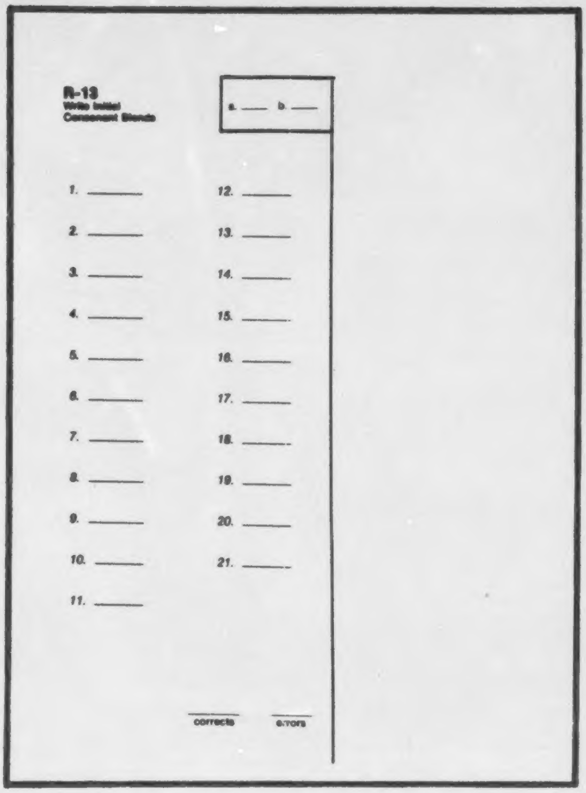
Skill: Write Initial Consonant Blends R-13

Design: Group Administered
Teacher Paced

Level Suggestion: Second Grade
Third Grade

Task: Students write initial consonant blends of each word said by the teacher.

Criterion: 20 Corrects
1 Error


R-13
Write Initial
Consonant Blends

a. ___ b. ___

1. ___
2. ___
3. ___
4. ___
5. ___
6. ___
7. ___
8. ___
9. ___
10. ___
11. ___
12. ___
13. ___
14. ___
15. ___
16. ___
17. ___
18. ___
19. ___
20. ___
21. ___

___ corrects ___ errors

Teacher's Instructions: (Make sure everyone is on the correct page and column.)

On this first part of the page you are going to write the first two letters of the words I say.

Sample:

Look at the box on this half of the page. (Demonstrate).
Listen to this word: blue.
The sound of the first two letters in blue is /bl/.
The letters for /bl/ are b - l.
Write b - l on the line by a.
(Demonstrate, Pause, Check.).

Now, on the line next to b., write the first two letters of the word free. (Pause). free.
The beginning two letters of free are f - r. (Demonstrate).

Items:

Everyone.....Listen Please. (Pause).
Write the first two letters for each word I say.

If you do not know the letters, slash the line.
If you make a mistake, do not erase.
Slash it out and write the correct letters.

Write as many of the first letters as you can.
(Ask for questions).

(Go to next page).

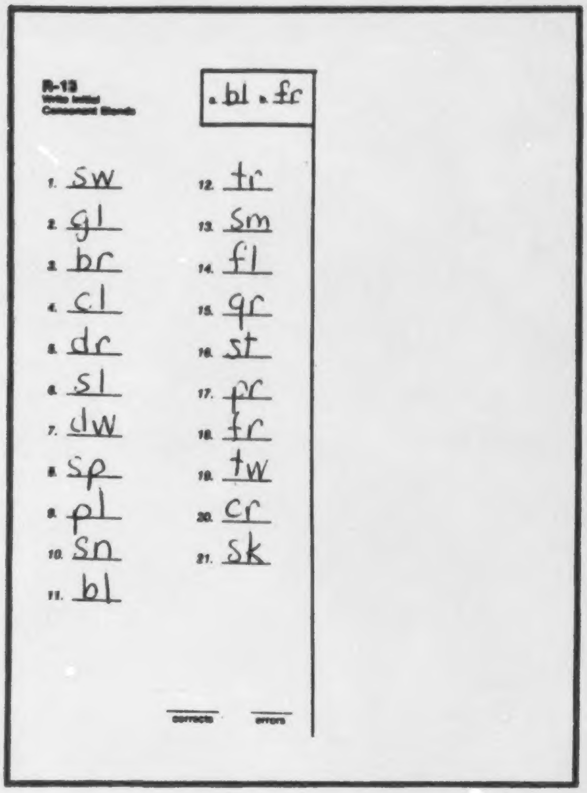
Write Initial Consonant Blends Continued R-13

Ready:
(Read each word twice).

1. swim...swim.
2. glide...glide.
3. brown...brown.
4. cliff...cliff.
5. drum...drum.
6. slob...slob.
7. dwell...dwell.
8. spin...spin.
9. plant...plant.
10. snake...snake.
11. bless...bless.
12. trap...trap.
13. smart...smart.
14. flakes...flakes.
15. grab...grab.
16. stove...stove.
17. prune...prune.
18. froze...froze.
19. twin...twin.
20. crop...crop.
21. skip...skip.

Pencils down.
Turn the page.
(Say something positive).

Write Initial Consonant Blends R-13
Continued


R-13
Write Initial
Consonant Blends

a. bl b. fr

1. sw
2. gl
3. br
4. cl
5. dr
6. sl
7. dw
8. sp
9. pl
10. sn
11. bl
12. tr
13. sm
14. fl
15. qr
16. st
17. pr
18. fr
19. tw
20. cr
21. sk

_____ corrects _____ errors

Correction Procedures: Count each item as correct or error.

Count as Correct:

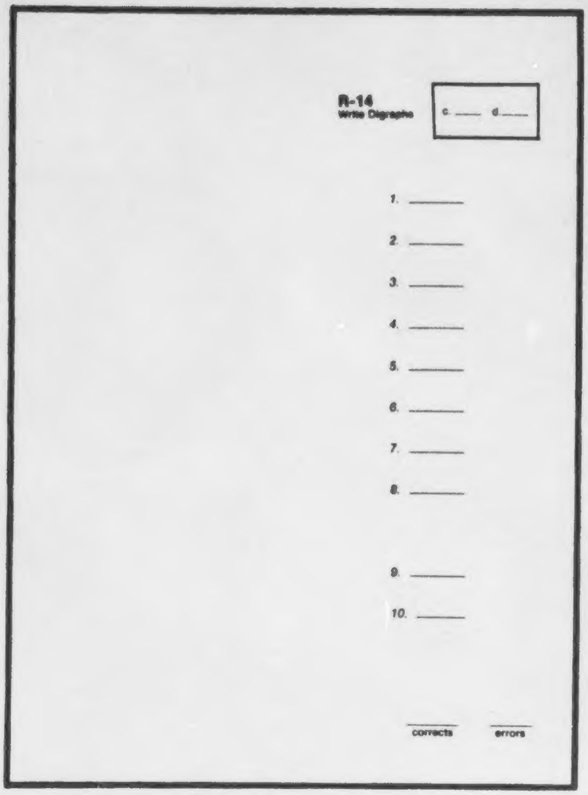
"blue"	bl	Both correct letters.
	dl/ᗷ	Reversal/Rotation (except br/dr).
	~~pr~~ bl	Student's self correction.

Count as Error:

pr	Incorrect letters.
br	One incorrect letter.
_____	No letters.
~~_____~~	Line slashed.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

21 total items.


R-14
Write Digraphs
c. ___ d. ___

1. ___
2. ___
3. ___
4. ___
5. ___
6. ___
7. ___
8. ___

9. ___
10. ___

___ corrects ___ errors

Skill: Write Consonant Digraphs R-14

Design: Group Administered
Teacher Paced

Level Suggestion: Second Grade
Third Grade

Task: Students write the initial or final digraph of each word said by the teacher.

Criterion: 9 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page and column.)

On this second half of the page you are going to write the consonant digraph of the words I say.

Sample:

Look at the box on this half of the page. (Demonstrate).
Listen to this word: cherry.
The first sound of cherry is /ch/. cherry.
The letters for /ch/ are c - h.
Write c - h on the line by c.
(Demonstrate, Pause, Check.).

Now, on the line by d., write the letters for the first sound of thing. (Pause). thing.
The first two letters of thing are t - h. (Demonstrate).

Items:

Everyone.....Listen Please. (Pause).
Write the letters for the first sound of each word I say.

If you do not know the letters, slash the line.
If you make a mistake, do not erase.
Slash it out and write the correct letters.

Write as many of the consonant digraphs as you can.
(Ask for questions).

(Go to next page).

Write Consonant Digraphs Continued R-14

Ready:
(Read each word twice).

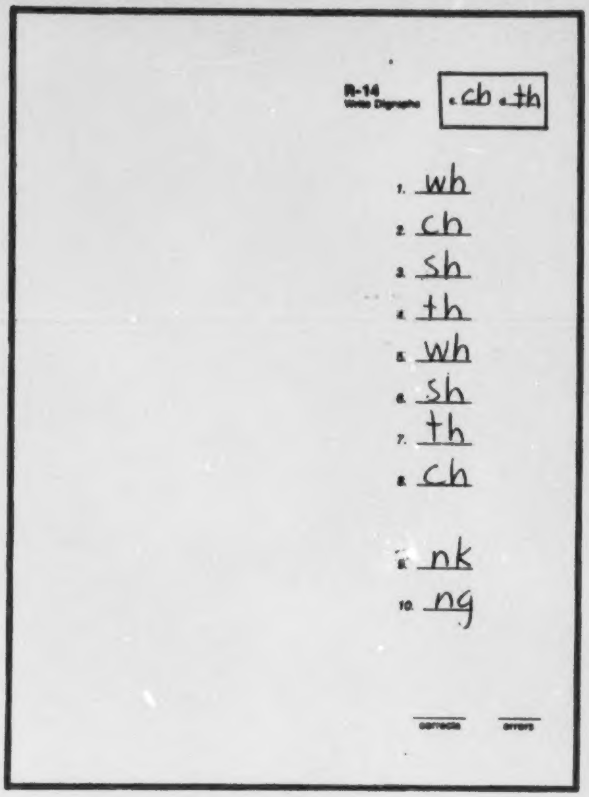
1. wheel...wheel.
2. cheese...cheese.
3. ship...ship.
4. thumb...thumb.
5. whale...whale.
6. shoe...shoe.
7. then...then.
8. chain...chain.

Stop...Listen Please. (Pause).
This time write the two letters for the last sound of each word I say.

9. sank - write the letters for the last sound of sank.
10. ring - write the letters for the last sound of ring.

Pencils down.
Turn the page.
(Say something positive).

Write Consonant Diagraphs Continued R-14


R-14
Write Digraphs

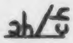
ch th

1. wh
2. ch
3. sh
4. th
5. wh
6. sh
7. th
8. ch
9. nk
10. ng

corrects errors

Correction Procedures: Count each item as correct or error.

Count as Correct:

"cherry"	ch	Correct letters.
		Reversal/Rotation.
	~~tr~~ ch	Student's self correction .

Count as Error:

tr	Incorrect letters.
th	One incorrect letter.
___	No letters.
/	Line slashed.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

10 total items.

Skill: Circle Vowel and Consonant Variants **R-15**

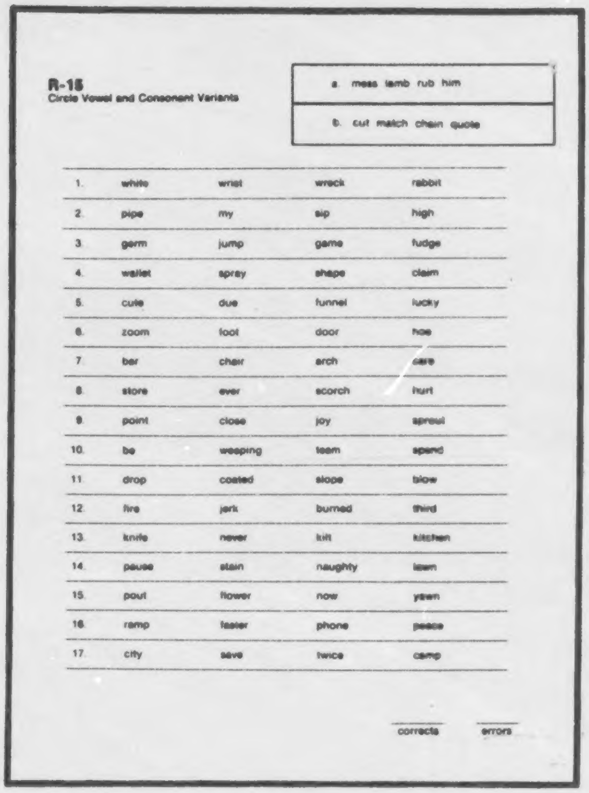
Design: Group Administered
Teacher Paced

Level Suggestion: Third Grade
Fourth Grade

Task: Given a set of sample words, students circle words with vowel and consonant variants said by teacher.

Criterion: 16 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page.)



R-15
Circle Vowel and Consonant Variants

a. mess lamb rub him

b. cut match chain quote

1.	white	wrist	wreck	rabbit
2.	pipe	my	sip	high
3.	germ	jump	game	fudge
4.	wallet	spray	shape	claim
5.	cute	due	funnel	lucky
6.	zoom	foot	door	hoe
7.	bar	chair	arch	care
8.	store	ever	scorch	hurt
9.	point	close	joy	sprout
10.	be	weeping	team	spend
11.	drop	coated	slope	blow
12.	fire	jerk	burned	third
13.	knife	never	kilt	kitchen
14.	pause	stain	naughty	lawn
15.	pout	flower	now	yawn
16.	ramp	faster	phone	peace
17.	city	save	twice	camp

corrects errors

On this page you are going to circle words that have the sound I say.

Sample:

Look at the box at the top of the page.
Listen to this sound: /m/.
Read to yourself the words, mess, lamb, rub, him.
The words, mess, lamb and him all have the /m/ sound.
Circle the words mess, lamb and him in row a.
(Demonstrate, Pause, Check.).
Do not circle rub. Rub does not have the /m/ sound.

Now, in row b. listen to this sound: /ch/.
Read the words.
Circle the words which have the /ch/ sound. (Pause). /ch/.
Match and chair both have the /ch/ sound. (Demonstrate).

Items:

Everyone.....Listen Please. (Pause).
When I say a sound, listen.
Read the words in that row.
Circle all the words in that row that have the sound I say.
Circle one, two, three or four words if they have the sound I say.

If you do not know the answer, slash the number.
If you make a mistake, do not erase.
Slash it out and circle the correct answer.

Work as carefully as you can.
(Ask for questions).

(Go to next page).

Circle Vowel and Consonant Variants Continued

R-15

Ready:
(Read sounds twice).
(Teacher says sound only; the words are provided only as a reference key.)

1. /r/.../r/ (As in ring).
2. /i/.../i/ (As in fly).
3. /j/.../j/ (As in jam).
4. /a/.../a/ (As in pay).
5. /u/.../u/ (As in cute).
6. /oo/.../oo/ (As in moon).
7. /air/.../air/ (As in hair).
8. /or/.../or/ (As in more).
9. /oi/.../oi/ (As in boy).
10. /e/.../e/ (As in green).
11. /o/.../o/ (As in mow).
12. /ir/.../ir/ (As in bird).
13. /n/.../n/ (As in no).
14. /au/.../au/ (As in awful).
15. /ou/.../ou/ (As in out).
16. /f/.../f/ (As in father).
17. /s/.../s/ (As in sing).

Pencils down.
Turn the page.
(Say something positive).

Circle Vowel and Consonant Variants Continued R-15

Correction Procedures: Count each row as correct or error.

Count as Correct:

"m"

1. [✓ mess] [✓ lamb] rub [✓ him] If all correct items in the row are circled.

1. mess lamb rub him If all correct items are marked differently.

1. [✓ mess] [✓ lamb] [✓ ~~rub~~] [✓ him] Student's self correction.

Count as Error:

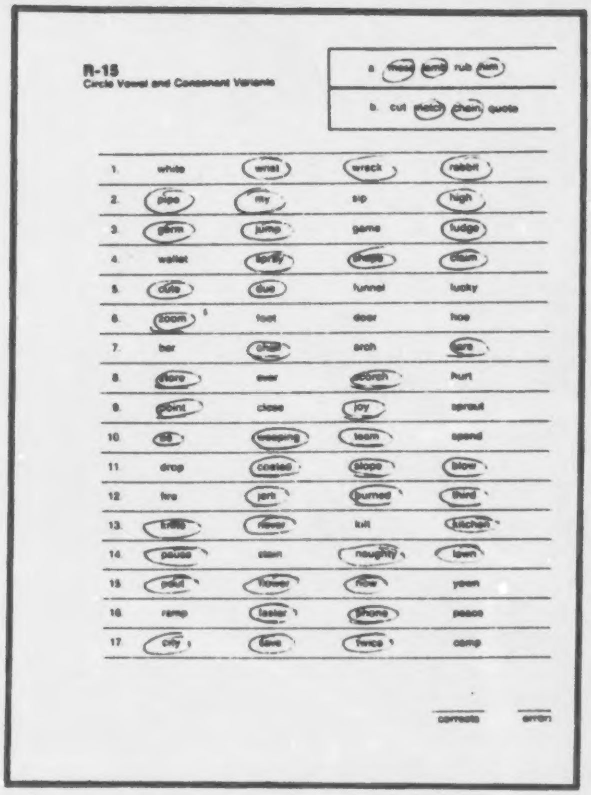
1. [✓ mess] lamb rub [✓ him] If any item in the row which should be marked is not.

1. [✓ mess] [✓ lamb] [✓ rub] [✓ him] If any item in the row which should not be marked is.

~~1~~. mess lamb rub him If number of row is slashed.

Scoring Procedure: Count the total number of corrects and errors. Record score at the bottom of the page.

17 total items.



R-15
Circle Vowel and Consonant Variants

a. [✓ mess] [✓ lamb] rub [✓ him]

b. cut [✓ match] [✓ chain] quote

1.	white	[✓ wrist]	[✓ wreck]	[✓ rabbit]
2.	[✓ pipe]	[✓ my]	sip	[✓ high]
3.	[✓ germ]	[✓ jump]	game	[✓ fudge]
4.	wallet	[✓ [illegible]]	[✓ [illegible]]	[✓ [illegible]]
5.	[✓ cute]	[✓ due]	funnel	lucky
6.	[✓ zoom]	foot	door	hoe
7.	bar	[✓ [illegible]]	arch	[✓ [illegible]]
8.	[✓ [illegible]]	ever	[✓ scorch]	hurt
9.	[✓ point]	close	[✓ joy]	sprout
10.	[✓ [illegible]]	[✓ weeping]	[✓ team]	spend
11.	drop	[✓ coated]	[✓ slope]	[✓ blow]
12.	fire	[✓ jerk]	[✓ burned]	[✓ third]
13.	[✓ [illegible]]	[✓ [illegible]]	kilt	[✓ kitchen]
14.	[✓ pause]	stain	[✓ naughty]	[✓ lawn]
15.	[✓ [illegible]]	[✓ flower]	[✓ [illegible]]	yawn
16.	ramp	[✓ faster]	[✓ phone]	peace
17.	[✓ city]	[✓ [illegible]]	[✓ fence]	camp

corrects errors

Skill: Mark Syllables R-16

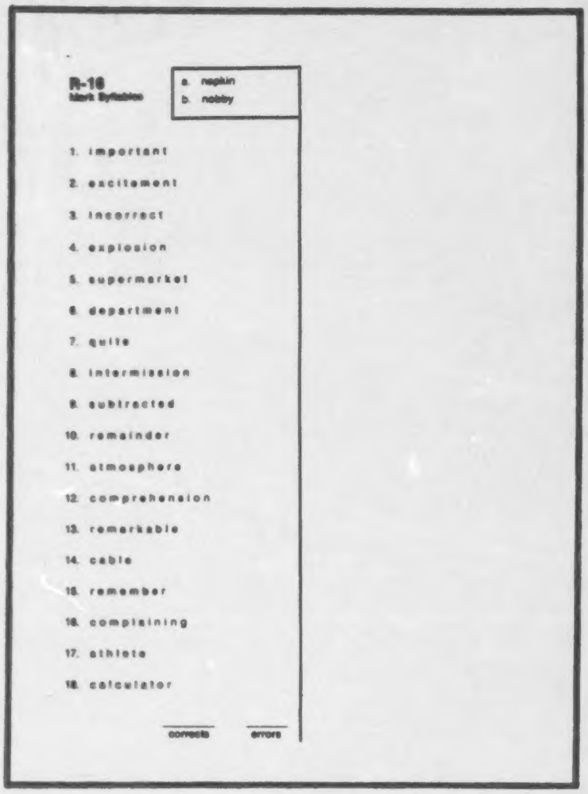
Design: Group Administered
Not Timed

Level Suggestion: Third Grade
Fourth Grade
Fifth Grade
Sixth Grade

Task: Given a list of words, students divide words into syllables.

Criterion: 16 Corrects
2 Errors

Teacher's Instructions: (Make sure everyone is on the correct page and column.)



R-16
Mark Syllables

a. napkin
b. nobby

1. important
2. excitement
3. incorrect
4. explosion
5. supermarket
6. department
7. quite
8. intermission
9. subtracted
10. remainder
11. atmosphere
12. comprehension
13. remarkable
14. cable
15. remember
16. complaining
17. athlete
18. calculator

corrects errors

On this first half of the page, you are going to mark words into syllables.

Sample:

Look at the box on this half of the page. (Demonstrate).
The first word by a. is divided into syllables between the two middle consonants p and k, like this. (Demonstrate).
Mark the syllables.
The word is nap-kin. napkin.
(Pause, Check.).

Now, in the word by b., make a slash to divide the word into syllables. (Pause.)
The word hobby is divided between b and b. (Demonstrate).

Items:

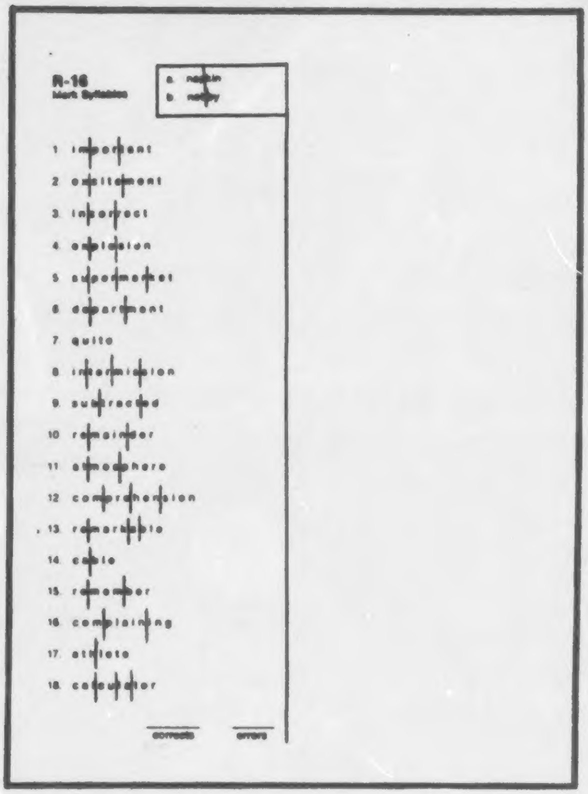
Everyone.....Listen Please. (Pause).
Use slash marks to divide each word into syllables.
If there is more than one syllable, make slashes to show all syllables.
If there is only one syllable, do not mark the word.

If you do not know the answer, draw a line through the word.
If you make a mistake, erase it and correct the answer.

Work as many of the words as you can without skipping around.
When you finish, put your pencil down and wait quietly.
(Ask for questions).

Ready.....Begin.
Stop. (When all students have finished).
Turn the page.
(Say something positive).

Mark Syllables Continued R-16



R-16
Mark Syllables

a. napkin
b. [illegible]

1 important
2 excitement
3 imperfect
4 explosion
5 supermarket
6 department
7 quite
8 intermission
9 subtracted
10 remainder
11 atmosphere
12 comprehension
13 remarkable
14 cable
15 remember
16 complaining
17 athlete
18 calculator

corrects errors

Correction Procedures: Count each item as correct or error.

Count as Correct:

"napkin"	napkin	Correct syllable divisions.
	napkin	Correct syllable division marked differently.
	napkin	Student's self correction.

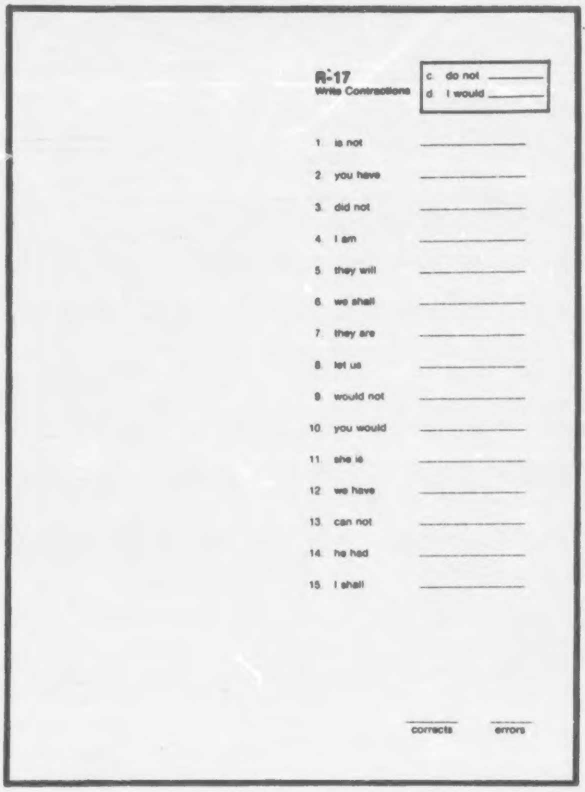
Count as Error:

napkin	Incorrect syllable division.
napkin	Omitted syllable division.
~~napkin~~	Line drawn through a word.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

18 total items.

Skill:	Write Contractions R-17
Design:	Group Administered Not Timed
Level Suggestion:	Third Grade Fourth Grade Fifth Grade Sixth Grade
Task:	Given a list of words from which contractions can be made, students write contractions.
Criterion:	14 Corrects 1 Error
Teacher's Instructions:	(Make sure everyone is on the correct page and column.)



R-17
Write Contractions

c. do not ____
d. I would ____

1. is not ____
2. you have ____
3. did not ____
4. I am ____
5. they will ____
6. we shall ____
7. they are ____
8. let us ____
9. would not ____
10. you would ____
11. she is ____
12. we have ____
13. can not ____
14. he had ____
15. I shall ____

____ corrects ____ errors

On this second half of the page, you are going to write contractions.

Sample:

Look at the box on this half of the pgae. (Demonstrate).
Read the words by c.: do not.
The contraction for do not is don't.
Write don't on the line. d - o - n - apostrophe - t.
(Demonstrate, Pause, Check.).

Now, on the line by d. read the words and write the contraction. (Pause).
The contraction for I would is I'd. (Demonstrate).
I - apostrophe - d.

Items:

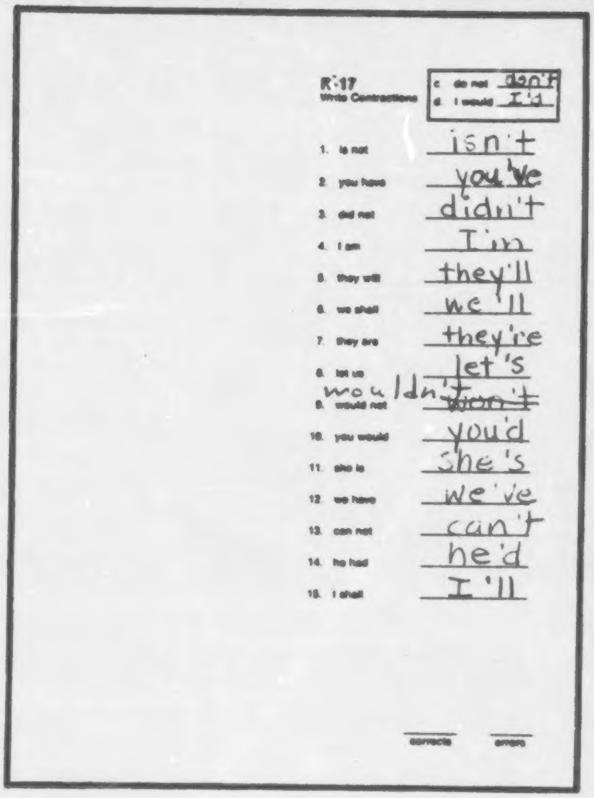
Everyone.....Listen Please. (Pause).
When I say begin, read each set of words.
On the line next to each set, write the contraction.

If you don't know the answer, slash the line.
If you make a mistake do not erase.
Slash it out and write the correct answer.

Write as many of the contractions as you can without skipping around.
When you finish, put your pencil down and wait quietly.
(Ask for questions).

Ready.....Begin.
Stop. (When all students have finished).
Turn the page.
(Say something positive).

Write Contractions Continued R-17



R-17
Write Contractions

c. do not don't
d. I would I'd

1. is not isn't
2. you have you've
3. did not didn't
4. I am I'm
5. they will they'll
6. we shall we'll
7. they are they're
8. let us let's
9. would not ~~won't~~ wouldn't
10. you would you'd
11. she is she's
12. we have we've
13. can not can't
14. he had he'd
15. I shall I'll

corrects errors

Correction Procedures: Count each item as correct or error.

Count as Correct:

"do not"	don't	Correctly spelled contraction.
~~d'not~~	don't	Student's self correction.

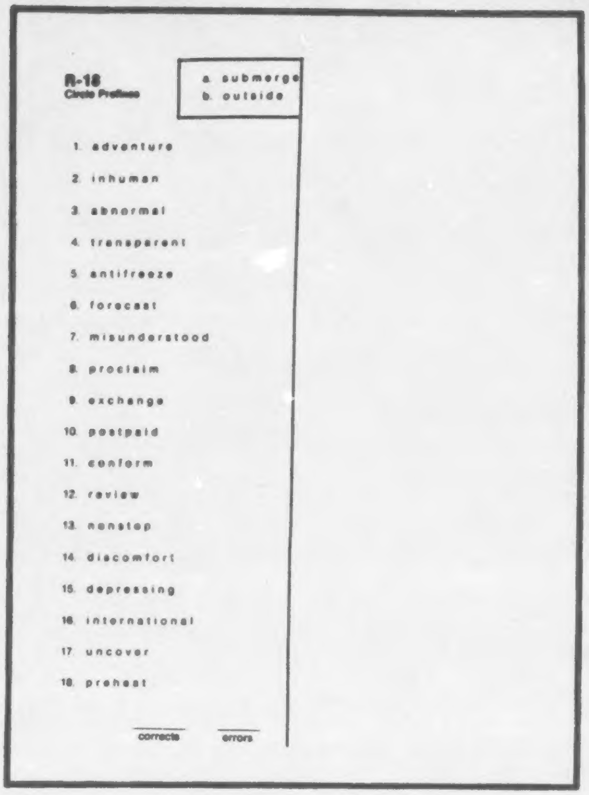
Count as Error:

do'not	Incorrectly spelled contraction.
______	No reponse.
——/——	Line slashed.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

15 total items.

Skill:	Circle Prefixes R-18
Design:	Group Administered Not Timed
Level Suggestion:	Fourth Grade Fifth Grade Sixth Grade
Task:	Given a list of words containing a root word and prefix, students circle the prefix.
Criterion:	17 Corrects 1 Error
Teacher's Instructions:	(Make sure everyone is on the correct page and column.)



R-18
Circle Prefixes

a. submerge
b. outside

1. adventure
2. inhuman
3. abnormal
4. transparent
5. antifreeze
6. forecast
7. misunderstood
8. proclaim
9. exchange
10. postpaid
11. conform
12. review
13. nonstop
14. discomfort
15. depressing
16. international
17. uncover
18. preheat

corrects errors

On this first half of the page you are going to circle prefixes to words.

Sample:

Look at the box on this half of the page. (Demonstrate).
The word submerge by a. is made of the prefix sub, and the root word merge.
Circle the prefix sub.
(Demonstrate, Pause, Check).
The prefix to submerge is sub. s - u - b.

Now, by the b., circle the prefix in the word outside. (Pause).
The prefix in outside is out. (Demonstrate). o - u - t.

Items:

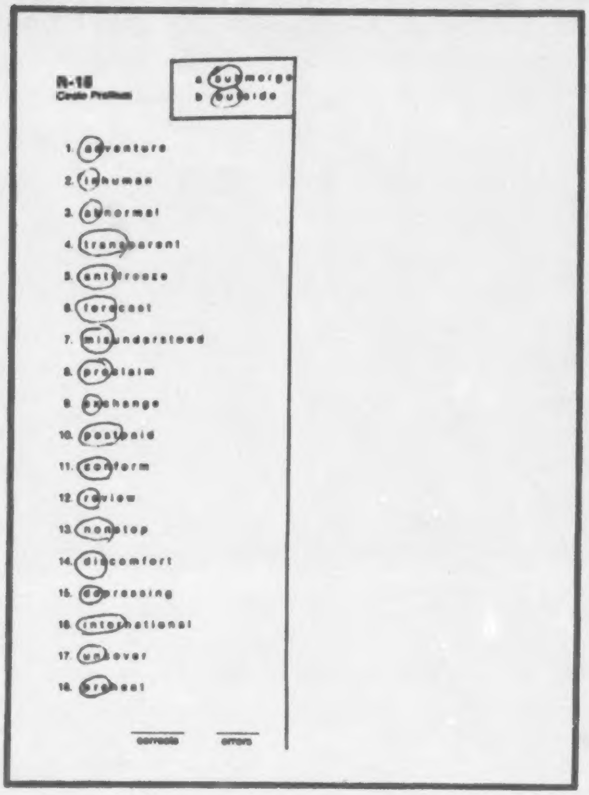
Everyone.....Listen Please. (Pause).
When I say begin, read each word.
Circle the prefix of each word.

If you do not know the prefix, slash the word with a line.
If you make a mistake, erase it and circle the correct prefix.

Work as many of the words as you can without skipping around.
When you finish, put your pencil down and wait quietly.
(Ask for questions).

Ready.....Begin.
Stop. (When all students have finished).
Turn the page.
(Say something positive).

Circle Prefixes Continued R-18



R-18
Circle Prefixes

a. submerge
b. outside

1. adventure
2. inhuman
3. abnormal
4. transparent
5. antifreeze
6. forecast
7. misunderstood
8. proclaim
9. exchange
10. postpaid
11. conform
12. review
13. nonstop
14. discomfort
15. depressing
16. international
17. uncover
18. preheat

corrects errors

Correction Procedures: Count each item as correct or error.

Count as Correct:

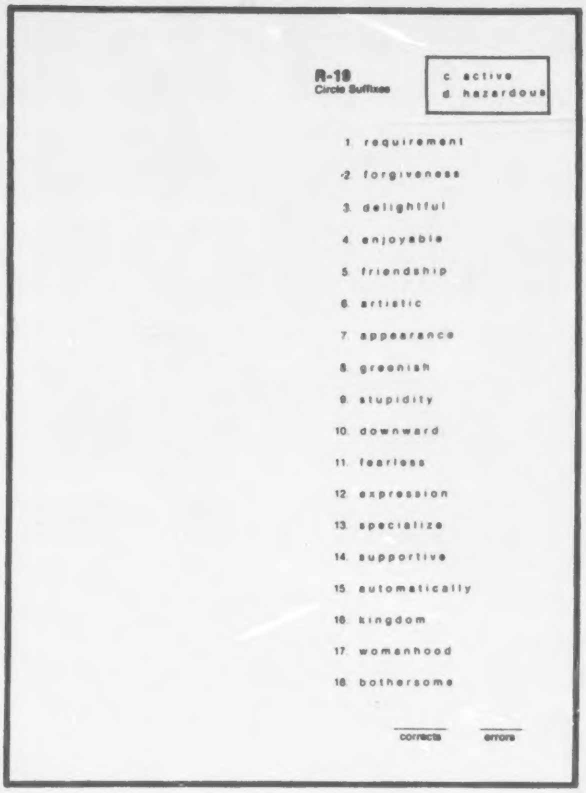
submerge	Correct prefix circled (all letters).
submerge	Prefix marked differently.
submerge	Student's self correction.

Count as Error:

submerge	Incorrect prefix circled.
submerge	No circle or marking.
submerge	Word slashed.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

18 total items.



R-19
Circle Suffixes

c. active
d. hazardous

1. requirement
2. forgiveness
3. delightful
4. enjoyable
5. friendship
6. artistic
7. appearance
8. greenish
9. stupidity
10. downward
11. fearless
12. expression
13. specialize
14. supportive
15. automatically
16. kingdom
17. womanhood
18. bothersome

_____ corrects _____ errors

Skill: Circle Suffixes R-19

Design: Group Administered
Not Timed

Level Suggestion: Fourth Grade
Fifth Grade
Sixth Grade

Task: Given a list of words containing suffixes, students circle the suffix.

Criterion: 17 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page and column.)

On this second half of the page you are going to circle suffixes to words.

Sample:

Look at the box on this half of the page. (Demonstrate).
The word active by c. is made of the root word act
and the suffix ive. i - v - e.
Circle the suffix ive.
(Demonstrate, Pause, Check.).
The suffix of active is ive.

Now, by d. circle the suffix in the word hazardous. (Pause).
The suffix of hazardous is ous. (Demonstrate). o - u - s.

Items:

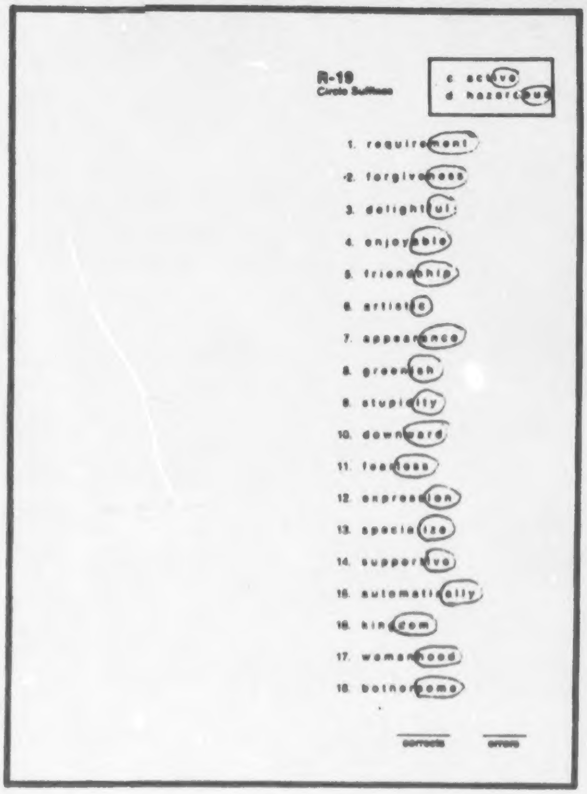
Everyone.....Listen Please. (Pause).
When I say begin, read each word.
Circle the suffix of each word.

If you do not know the suffix, slash the word with a line.
If you make a mistake, erase it and circle the correct suffix.

Work as many of the words as you can without skipping around.
When you finish, put your pencil down and wait quietly.
(Ask for questions).

Ready.....Begin.
Stop. (When all students have finished).
Turn the page.
(Say something positive).

Circle Suffixes Continued R-19



R-19
Circle Suffixes

c active
d hazardous

1. requirement
2. forgiveness
3. delightful
4. enjoyable
5. friendship
6. artistic
7. appearance
8. greenish
9. stupidity
10. downward
11. fearless
12. expression
13. specialize
14. supportive
15. automatically
16. kingdom
17. womanhood
18. bothersome

corrects

errors

Correction Procedures: Count each item as correct or error.

Count as Correct:

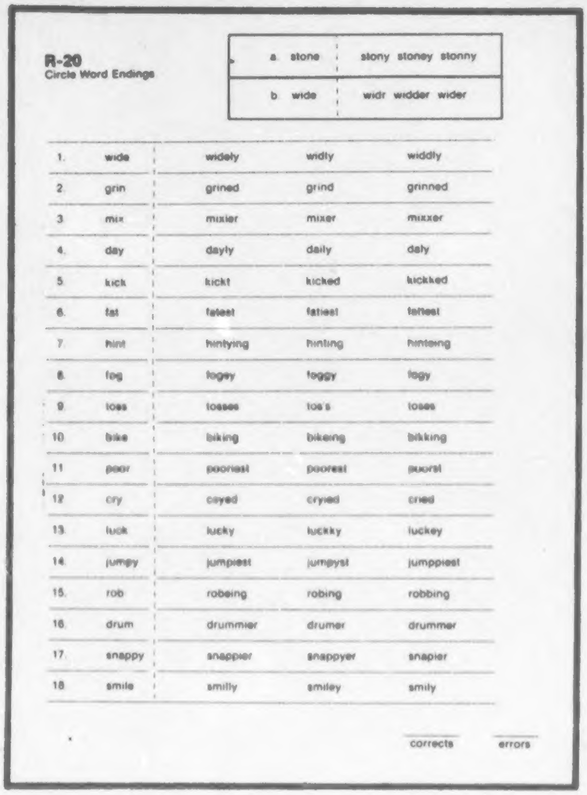
active	Correct suffix circled (all letters).
active	Suffix marked differently.
active	Student's self correction.

Count as Error:

active	Incorrect suffix circled.
active	No circle or marking.
active	Word slashed.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

18 total items.



R-20
Circle Word Endings

a.	stone	stony stoney stonny
b.	wide	widr widder wider

1.	wide	widely	widly	widdly
2.	grin	grined	grind	grinned
3.	mix	mixier	mixer	mixxer
4.	day	dayly	daily	daly
5.	kick	kickt	kicked	kickked
6.	fat	fatest	fatiest	fattest
7.	hint	hintying	hinting	hinteing
8.	fog	fogey	foggy	fogy
9.	loss	losses	los's	loses
10.	bike	biking	bikeing	bikking
11.	poor	pooriest	poorest	puorst
12.	cry	coyed	cryied	cried
13.	luck	lucky	luckky	luckey
14.	jumpy	jumpiest	jumpyst	jumppiest
15.	rob	robeing	robing	robbing
16.	drum	drummier	drumer	drummer
17.	snappy	snappier	snappyer	snapier
18.	smile	smilly	smiley	smily

corrects errors

Skill: Circle Word Endings R-20

Design: Group Administered
Not Timed

Level Suggestion: Fourth Grade
Fifth Grade
Sixth Grade

Task: Given a root word, and three words containing endings, students circle the word which demonstrates the correct ending to the root word.

Criterion: 17 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to circle the correctly spelled word and ending.

Sample:

Look at the box at the top of the page.
The word by a. is stone.
On the other side of the dotted line are some real and nonsense words.
One of the words has the correct ending and is spelled correctly.
Circle the word stoney, spelled s - t - o - n - e - y.
(Demonstrate, Pause, Check.).

Now, by b. read the first word.
Circle the word on the other side of the dotted line written with the correct ending. (Pause).
Wider is the correct word and ending.
(Demonstrate). w - i - d - e - r.

Items:

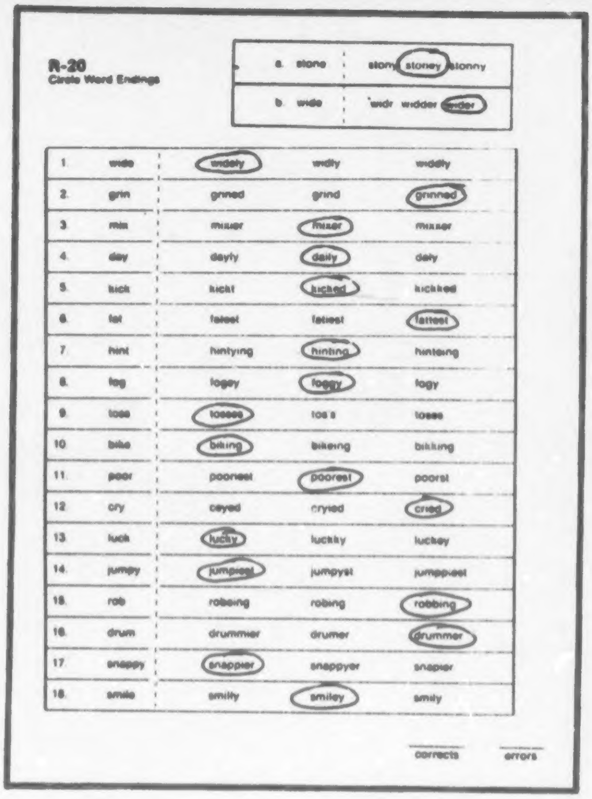
Everyone.....Listen Please. (Pause).
When I say begin, read each word.
Circle the word with the correct ending.

If you do not know an answer, slash the number with a line.
If you make a mistake do not erase.
Slash it out and circle the correct word.

Work as many of the rows as you can without skipping around.
When you finish, put your pencil down and wait quietly.
(Ask for questions).

Ready.....Begin.
Stop. (When all students have finished).
(Say something positive).

Circle Word Endings Continued R-20



R-20
Circle Word Endings

a.	stone	stony	[✓ stoney]	stonny
b.	wide	widr	widder	[✓ wider]

1.	wide	[✓ widely]	widly	widdly
2.	grin	grined	grind	[✓ grinned]
3.	mix	mixier	[✓ mixer]	mixxer
4.	day	dayly	[✓ daily]	daly
5.	kick	kickt	[✓ kicked]	kickked
6.	fat	fatest	fatiest	[✓ fattest]
7.	hint	hintying	[✓ hinting]	hinteing
8.	fog	fogey	[✓ foggy]	fogy
9.	toss	[✓ tosses]	tos's	toses
10	bike	[✓ biking]	bikeing	bikking
11.	poor	pooriest	[✓ poorest]	poorst
12	cry	ceyed	cryied	[✓ cried]
13	luck	[✓ lucky]	luckky	luckey
14.	jumpy	[✓ jumpiest]	jumpyst	jumppiest
15.	rob	robeing	robing	[✓ robbing]
16.	drum	drummier	drumer	[✓ drummer]
17.	snappy	[✓ snappier]	snappyer	snapier
18.	smile	smilly	[✓ smiley]	smily

_____ corrects _____ errors

Correction Procedures: Count each row as correct or error.

Count as Correct:

1. stone | stony [✓ stoney] stonny — Correct word circled.

1. stone | stony stoney stonny — Correct word marked differently.

1. stone | ~~stony~~ [✓ stoney] stonny — Student's self correction.

Count as Error:

1. stone | stony stoney [✓ stonny] — Incorrect word circled.

1. stone | stony [✓ stoney] [✓ stonny] — More than one word circled.

1. stone | stony stoney stonny — No word circled.

1. stone | stony stoney stonny — Number slashed with line.

Scoring Procedures: Count the total number of corrects and errors.
Record score at the bottom of the page.

18 total items.

Skill: Read Words R-21

If you are interested in finding out how accurately and fluently your students read, then prepare a reading passage of 100 words from a story in your reading series and copy it on a sheet of paper.

Choose a passage that tests all of the reading skills you are interested in checking. This reading passage should include the following:

> decodable words appropriate to the grade level you teach.
>
> sight words appropriate to the reading program you use.
>
> any other items that represent reading skills you expect your students to know.

We do not provide this reading passage because of the great variety in reading programs and reading levels.

Design: Individually Administered
Timed: 1 Minute

Level Suggestion: First Grade through Sixth Grade

Task: Given a 100 word reading passage, students read the words in context for 1 minute.

Criterion:

Teacher's Instructions: (Recommendation: Reproduce extra copies of this reading passage. Use a copy to record each student's corrects and errors.)

When I say begin, read the words in this story.

If you do not know a word, skip it and go on to the next word.
If you make a mistake, correct it and read on.

Read as quickly and carefully as you can.

Ready.....Begin.
(Time for one minute).
(If the student hesitates for 5 seconds, tell the student to move on).
Stop.
(Say something positive).

Read Words Continued R-21

Correction Procedures: Count each word read as correct or error.

Do not count the words following the last student response.

Count as Correct:

Word read correctly.

Student's self correction.

Count as Error:

Word read incorrectly.

Word skipped.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

MATH

SKILLS SCREENER

SUBTESTS
ADMINISTRATION GUIDES
SCORING PROCEDURES

M-1
Number Matching

4 9 4 5 5 1

966	050	499	(3)
171	223	588	(6)
833	771	747	(9)
505	272	080	(12)
996	442	525	(15)
141	339	006	(18)
388	066	757	(21)
277	252	118	(24)
363	661	898	(27)
919	344	554	(30)
(10)	(20)	(30)	

______ corrects ______ errors

M-2
Copy Numbers

7 ___

3 ___

5	8	0	9	1	2	7	3	(8)
___	___	___	___	___	___	___	___	
6	0	3	4	6	7	2	5	(16)
___	___	___	___	___	___	___	___	
0	5	4	7	8	1	4	9	(24)
___	___	___	___	___	___	___	___	
8	1	9	0	7	2	1	3	(32)
___	___	___	___	___	___	___	___	
4	2	6	3	9	5	8	6	(40)
___	___	___	___	___	___	___	___	
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	

___ corrects ___ errors

M-3

Amount — Number Correspondence
0 - 9

● ●	1 0 2

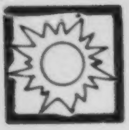
● ● ● ● ●	6 5 7

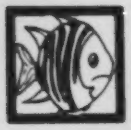
● ● ●	3 2 0	● ● ● ● ● ● ● ● ●	8 6 9	● ● ● ●	1 4 5	● ● ● ● ● ● ●	3 7 9	(4)
	5 4 0	● ● ● ● ● ● ● ●	8 7 9	●	2 0 1	● ● ● ● ●	5 4 6	(8)
● ● ● ● ● ●	5 6 8	● ●	1 2 0	● ● ● ● ● ● ● ● ●	9 5 7		0 1 2	(12)
●	3 1 4	● ● ●	4 1 3	● ● ● ● ● ● ●	7 8 6	● ● ● ● ● ●	9 7 6	(16)
● ● ● ●	3 2 4	● ● ● ● ● ● ● ●	6 8 0	● ●	2 8 3	● ● ● ● ●	9 7 5	(20)
(5)		(10)		(15)		(20)		

_______ corrects   _______ errors

M-4
Number Recognition
0 - 9

5 2 3 8 **6 1 9 7**

 0 7 3 6

 7 1 0 4

5 8 3 2

9 1 6 4

6 8 0 7

5 1 3 9

7 9 2 6

3 8 0 6

8 3 2 1

9 5 4 0

(10)

2 3 6 1

7 3 8 4

0 5 4 8

4 9 6 5

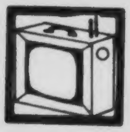
8 7 2 9

0 1 8 5

7 1 2 9

0 4 2 3

4 5 1 6

 2 5 7 9

(20)

______ corrects ______ errors

M-5
Number Recognition
0 - 99

x.	**17**	**71**	**7**	**27**	**y. 51**	**15**	**69**	**70**

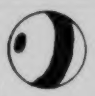
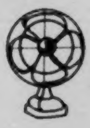
a.	12	13	21	22	k.	10	70	1	11
b.	16	46	40	64	l.	80	18	8	38
c.	86	19	98	89	m.	6	19	90	9
d.	3	13	31	51	n.	13	73	78	37
e.	53	43	15	35	o.	12	22	20	27
.	56	66	65	95	p.	19	16	96	91
g.	46	94	64	49	q.	74	47	77	14
h.	73	37	78	38	r.	82	28	58	85
.	8	10	18	80	s.	99	66	16	6
.	17	72	57	27	t.	54	51	45	42

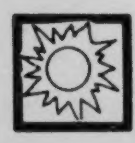
(10) (20)

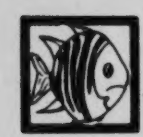
______ corrects ______ errors

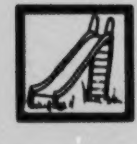
M-6

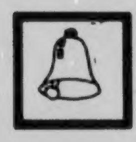
Hear to Write Numbers
0 - 9

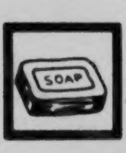
 __________  __________

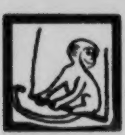
 __________

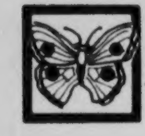
 __________

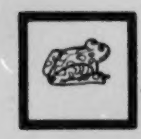
 __________

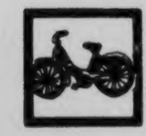
 __________

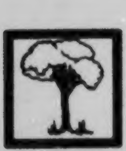
 __________

 __________

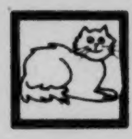
 __________

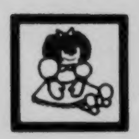
 __________

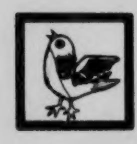
 __________

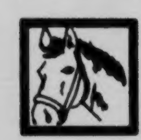
 __________

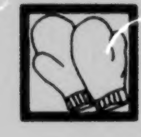
(10)

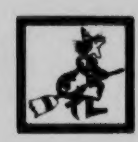
 __________

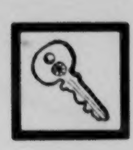
 __________

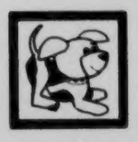
 __________

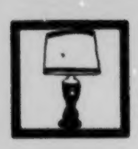
 __________

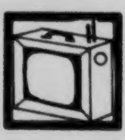
 __________

 __________

 __________

 __________

 __________

 __________

(20)

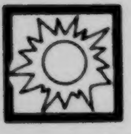
__________ corrects

__________ errors

M-7
Hear to Write Numbers
0 - 30

______

______


______

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(10)

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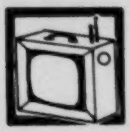

______

(20)

______ corrects ______ errors

M-8
Hear to Write Numbers
0 - Ten Billion

x. ________ y. ________

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

g. ____________________

h. ____________________

i. ____________________

j. ____________________

k. ____________________

l. ____________________

m. ____________________

n. ____________________

o. ____________________

p. ____________________

q. ____________________

r. ____________________

s. ____________________

t. ____________________

(10)

(20)

______ corrects ______ errors

M-9

Write Numbers Sequentially

0 - 9, 0 - 20, 0 - 50

__________ __________

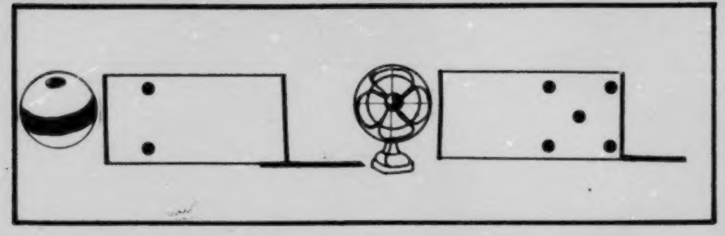
_____	_____	_____	_____	_____	(5)
_____	_____	_____	_____	_____	(10)
_____	_____	_____	_____	_____	(15)
_____	_____	_____	_____	_____	(20)
_____	_____	_____	_____	_____	(25)
_____	_____	_____	_____	_____	(30)
_____	_____	_____	_____	_____	(35)
_____	_____	_____	_____	_____	(40)
_____	_____	_____	_____	_____	(45)
_____	_____	_____	_____	_____	(50)
_____	_____	_____	_____	_____	(55)
(11)	(22)	(33)	(44)	(55)	

________ corrects

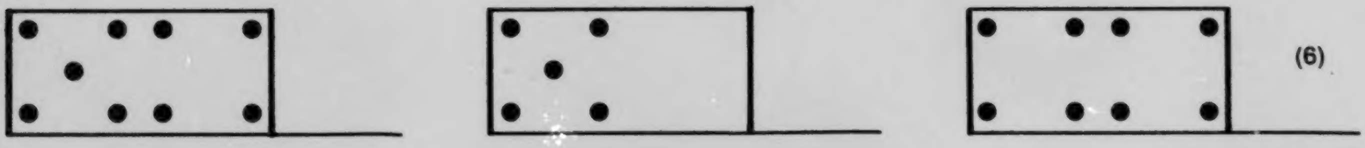
________ errors

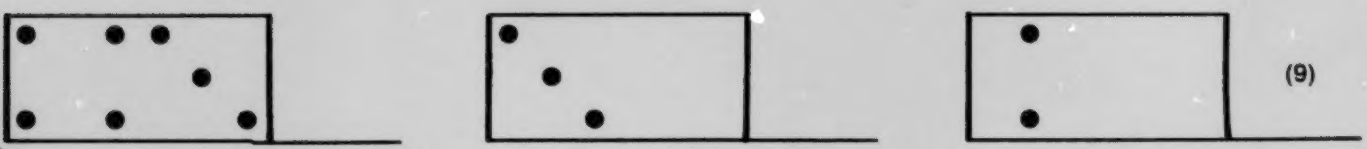
M-10

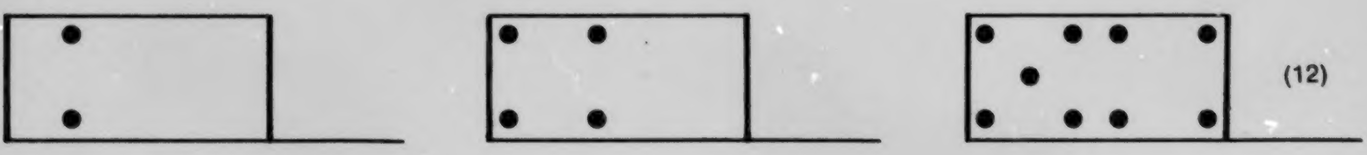
Set Recognition
0 - 9

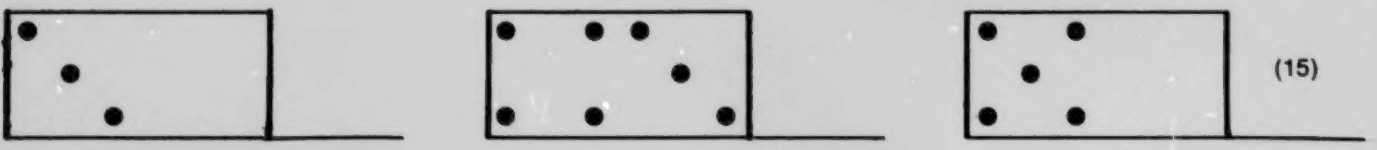


(3)


(6)


(9)


(12)


(15)

(18)

(6) (12) (18)

____ corrects ____ errors

M-11

Mark the Largest Number
2 - 9

0	1	5

9	3	2

8	2	7	4	0	5	2	1	0	(3)
1	3	2	9	7	8	6	5	7	(6)
2	3	4	5	6	4	3	5	4	(9)
2	0	1	8	6	5	0	2	3	(12)
6	9	8	3	6	5	4	6	7	(15)
4	1	3	6	9	7	6	7	8	(18)
3	2	5	0	4	2	1	3	0	(20)
2	1	0	7	4	5	3	4	6	(24)
	(8)			(16)			(24)		

____ corrects ____ errors

M-12

Mark the Largest Number
2 - 999

a. | 25 | 47 | 37 | b. | 423 | 599 | 601 |

4	6	7	385	409	399	11	9	10	(3)
566	492	559	108	194	177	74	72	68	(6)
804	765	787	360	386	241	3	4	2	(9)
20	16	23	844	907	917	69	55	36	(12)
108	203	123	95	64	90	539	688	754	(15)
475	630	221	3	1	2	46	37	50	(18)
487	693	798	520	519	521	79	82	80	(21)
257	143	164	36	30	26	5	8	7	(24)
	(8)			(16)			(24)		

_____ corrects   _____ errors

M-13
Say Number Names
0 - 9

3	**0**

3	5	4	1	8	6	2	(7)
7	0	9	8	3	4	5	(14)
2	7	1	6	0	9	2	(21)
3	5	6	7	4	8	0	(28)
5	1	3	4	9	6	7	(35)
0	1	5	8	6	2	7	(42)
8	2	9	1	3	0	4	(49)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	

_____ corrects

_____ errors

M-14

Write Answers to Addition Facts
Sums 0 - 9

2 +2	4 +5

0 +9	4 +2	6 +1	1 +1	7 +2	1 +0	6 +2	3 +0	(8)
5 +3	1 +8	5 +1	2 +3	0 +3	1 +4	6 +0	1 +5	(16)
7 +0	4 +0	5 +4	3 +5	1 +7	8 +1	0 +8	2 +2	(24)
0 +0	0 +5	2 +6	3 +3	6 +3	2 1	0 +7	3 +2	(32)
0 +4	1 +6	4 +1	0 +1	2 +4	2 +0	3 +4	2 +7	(40)
3 +1	5 +2	0 +6	2 +5	9 +0	1 +3	4 +4	8 +0	(48)
5 +0	3 +6	0 +2	1 +2	0 +0	4 +3	4 +5	7 +1	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

________ corrects   ________ errors

M-15

Write Answers to Addition Facts
Sums 0 - 18

3 +9	7 +6

0 +9	4 +6	2 +9	1 +2	3 +3	1 +1	0 +8	5 +8	(8)
1 +5	5 +6	2 +5	0 +3	4 +4	6 +6	5 +9	1 +9	(16)
3 +7	3 +8	1 +8	8 +9	6 +8	0 +0	0 +5	2 +8	(24)
7 +9	6 +9	9 +9	6 +7	0 +4	1 +7	4 +8	0 +1	(32)
0 +6	2 +2	7 +7	3 +4	5 +7	2 +6	2 +7	2 +3	(40)
1 +4	4 +4	5 +5	3 +9	1 +6	1 +3	4 +5	4 +7	(48)
4 +9	3 +6	0 +2	2 +4	0 +7	3 +5	8 +8	7 +8	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

_____ corrects

_____ errors

M-16

Write Answers to Addition Problems:
Sums 0 - 99, No Carrying

51 + 2	75 +14

32 +50	56 + 3	20 +73	82 + 2	21 +40	25 + 3	(6)
38 + 1	76 + 2	31 +45	30 +40	90 + 6	10 +22	(12)
12 +76	45 + 0	13 + 2	67 + 2	46 +40	54 +45	(18)
14 + 2	21 +13	30 + 8	50 + 5	13 +13	20 + 1	(24)
51 +36	97 + 0	55 +12	81 + 1	48 + 0	34 +30	(30)
69 +10	70 +19	64 + 3	12 +45	32 +63	71 + 4	(36)
43 +10	90 + 4	26 +23	14 +84	81 + 2	10 + 9	(42)
(7)	(14)	(21)	(28)	(35)	(42)	

______ corrects

______ errors

M-17

Write Answers to Addition Problems
Carrying

12 + 8	269 +64

59 + 2	49 +11	357 +58	28 + 8	26 +66	526 +98	(6)
29 + 7	25 +25	114 +97	18 + 7	27 +46	578 +54	(12)
15 + 8	79 +15	283 +87	36 + 5	67 +25	699 +19	(18)
39 + 6	36 +44	786 +37	24 + 6	13 +59	443 +98	(24)
47 + 7	39 +43	465 +96	89 + 9	17 +23	198 +42	(30)
69 + 8	12 +78	368 +46	48 + 2	27 +64	465 +67	(36)
77 + 9	58 +39	656 +95	74 + 8	37 +23	878 +75	(42)
(7)	(14)	(21)	(28)	(35)	(42)	

_______ corrects

_______ errors

M-18
Write Answers to Addition Problems
Mixed

$$\begin{array}{r} 3 \\ 4 \\ +\ \ 2 \\ \hline \end{array} \qquad \begin{array}{r} 271 \\ +\ 95 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +61 \\ \hline \end{array} \qquad \begin{array}{r} 298 \\ +\ 26 \\ \hline \end{array} \qquad \begin{array}{r} 495 \\ 387 \\ +101 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +5 \\ \hline \end{array}$$ (4)

+ ______ = 11

$$\begin{array}{r} 323 \\ +407 \\ \hline \end{array} \qquad \begin{array}{r} 75 \\ +85 \\ \hline \end{array} \qquad \begin{array}{r} 22 \\ +42 \\ \hline \end{array}$$ (8)

$$\begin{array}{r} 89 \\ 87 \\ 61 \\ +59 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ 3 \\ +2 \\ \hline \end{array} \qquad \begin{array}{r} 16 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 431 \\ +\ 55 \\ \hline \end{array}$$ (12)

$$\begin{array}{r} 10 \\ 22 \\ +65 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ 9 \\ 1 \\ 5 \\ +4 \\ \hline \end{array} \qquad \begin{array}{r} 27 \\ +\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 911 \\ +\ 27 \\ \hline \end{array}$$ (16)

$$\begin{array}{r} 677 \\ +469 \\ \hline \end{array} \qquad \begin{array}{r} 83 \\ 49 \\ +95 \\ \hline \end{array}$$

______ + 2 = 9

$$\begin{array}{r} 386 \\ +\ 86 \\ \hline \end{array}$$ (20)

(5) (10) (15) (20)

______ corrects

______ errors

M-19

Write Answers to Subtraction Facts
Factors 0 - 9

5	**9**
−3	**−2**

3	5	9	8	9	8	2	4	
−2	−3	−2	−3	−0	−8	−1	−1	(8)
8	4	7	5	9	3	6	8	
−4	−3	−4	−5	−6	−3	−2	−0	(16)
4	6	8	1	3	6	9	7	
−0	−1	−1	−0	−1	−3	−4	−1	(24)
2	5	0	9	7	8	9	9	
−0	−4	−0	−0	−5	−2	−9	−8	(32)
9	7	3	6	4	7	1	7	
−3	−7	−0	−5	−2	−3	−1	−6	(40)
8	5	4	6	9	2	8	5	
−5	−1	−4	−0	−7	−2	−6	−2	(48)
5	6	8	9	7	6	7	9	
−0	−6	−7	−5	−0	−4	−2	−1	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

________ corrects   ________ errors

M-20

Write Answers to Subtraction Facts
Factors 0 - 18

10 - 4	14 - 8

4 - 0	7 - 6	13 - 7	14 - 6	8 - 7	13 - 5	3 - 2	5 - 5	
12 - 5	6 - 2	10 - 7	16 - 8	15 - 9	5 - 3	8 - 0	11 - 7	(16)
5 - 1	7 - 0	11 - 3	1 - 1	4 - 3	10 - 5	15 - 7	9 - 9	(24)
2 - 0	1 - 0	8 - 6	13 - 9	9 - 3	18 - 9	10 - 2	12 - 3	(32)
14 - 9	11 - 5	3 - 0	17 - 9	6 - 3	2 - 1	10 - 4	10 - 9	(40)
12 - 8	7 - 4	6 - 5	8 - 5	16 - 7	11 - 9	7 - 2	4 - 2	(48)
6 - 0	9 - 7	12 - 6	8 - 4	9 - 1	9 - 5	14 - 7	18 - 9	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

________ corrects   ________ errors

M-21

Write Answers to Subtraction Problems: No Borrowing

76 – 4	93 –51

96 –20	52 – 2	72 – 1	89 –27	18 – 6	76 –16	(6)
25 – 4	34 –31	75 –43	49 – 4	57 – 6	91 –90	(12)
42 –40	61 –21	14 – 2	56 – 3	97 – 2	74 –70	(18)
68 – 8	35 –10	67 –44	69 –10	18 – 3	29 – 5	(24)
57 –13	84 –73	38 – 1	63 – 0	39 –21	97 – 5	(32)
89 – 8	59 –53	77 – 4	57 –20	98 –60	36 – 5	(36)
85 –53	48 – 5	61 –21	93 –52	84 – 3	32 – 2	(42)
(7)	(14)	(21)	(28)	(35)	(42)	

__________ corrects

__________ errors

M-22

Write Answers to Subtraction Problems: Borrowing

44 **–17**	**21** **– 8**

65 – 8	91 –24	316 –89	83 – 8	47 –38	442 –75	(6)
22 – 3	21 –12	910 –52	54 – 5	84 –28	863 –74	(12)
98 – 9	95 –76	456 –78	31 – 5	80 –61	961 –47	(18)
72 – 6	73 –15	644 –69	30 – 6	53 –49	271 –78	(24)
80 – 4	42 –18	531 –99	60 – 7	71 –46	523 –77	(30)
74 – 5	54 –37	110 –99	72 – 9	95 –49	257 –69	(36)
43 – 6	70 –68	126 –49	50 – 3	62 –26	831 –43	(42)
(7)	(14)	(21)	(28)	(35)	(42)	

______ corrects ______ errors

M-23

Write Answers to Subtraction Problems: Mixed

$\begin{array}{r} 61 \\ -\ 13 \\ \hline \end{array}$ $\begin{array}{r} 547 \\ -245 \\ \hline \end{array}$

$\begin{array}{r} 651 \\ -\ \ 84 \\ \hline \end{array}$ $\begin{array}{r} 39 \\ -15 \\ \hline \end{array}$ 8 – ______ = 3 $\begin{array}{r} 61 \\ -18 \\ \hline \end{array}$ (4)

$\begin{array}{r} 24 \\ -\ 7 \\ \hline \end{array}$ ______ – 6 = 9 $\begin{array}{r} 463 \\ -\ \ 98 \\ \hline \end{array}$ $\begin{array}{r} 82 \\ -15 \\ \hline \end{array}$ (8)

$\begin{array}{r} 956 \\ -512 \\ \hline \end{array}$ $\begin{array}{r} 674 \\ -287 \\ \hline \end{array}$ $\begin{array}{r} 47 \\ -\ 6 \\ \hline \end{array}$ ______ – 9 = 7 (12)

$\begin{array}{r} 28 \\ -\ 4 \\ \hline \end{array}$ 5 – ______ = 3 $\begin{array}{r} 33 \\ -20 \\ \hline \end{array}$ $\begin{array}{r} 72 \\ -\ 3 \\ \hline \end{array}$ (16)

$\begin{array}{r} 579 \\ -\ \ 53 \\ \hline \end{array}$ $\begin{array}{r} 411 \\ -225 \\ \hline \end{array}$ $\begin{array}{r} 985 \\ -802 \\ \hline \end{array}$ $\begin{array}{r} 552 \\ -\ \ 10 \\ \hline \end{array}$ (20)

(5) (10) (15) (20)

______ corrects ______ errors

M-24

Write Answers to Multiplication Facts
Factors 0 - 9

1 ×4	3 ×8

0 ×7	9 ×3	5 ×3	7 ×8	1 ×7	2 ×0	1 ×3	2 ×8	(8)
3 ×3	6 ×6	4 ×5	6 ×4	9 ×9	2 ×1	0 ×5	3 ×2	(16)
0 ×0	5 ×5	8 ×0	9 ×7	0 ×9	6 ×5	5 ×9	3 ×6	(24)
7 ×2	4 ×1	2 ×2	1 ×1	4 ×9	6 ×8	4 ×0	8 ×9	(32)
3 ×8	5 ×2	6 ×1	8 ×8	7 ×3	8 ×4	2 ×6	8 ×1	(40)
1 ×5	9 ×6	3 ×4	8 ×5	2 ×4	6 ×0	7 ×7	0 ×1	(48)
1 ×9	4 ×7	9 ×2	0 ×3	5 ×7	7 ×6	9 ×9	4 ×4	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

_____ corrects   _____ errors

M-25

Write Answers to Multiplication Problems
Two Digit Times One Digit

$$\begin{array}{r}31\\ \times\ 8\\ \hline\end{array}\qquad\qquad \begin{array}{r}56\\ \times\ 2\\ \hline\end{array}$$

$$\begin{array}{r}70\\ \times\ 2\\ \hline\end{array}\qquad\qquad \begin{array}{r}61\\ \times\ 3\\ \hline\end{array}\qquad\qquad \begin{array}{r}37\\ \times\ 8\\ \hline\end{array}$$

(3)

$$\begin{array}{r}43\\ \times\ 3\\ \hline\end{array}\qquad\qquad \begin{array}{r}90\\ \times\ 8\\ \hline\end{array}\qquad\qquad \begin{array}{r}15\\ \times\ 7\\ \hline\end{array}$$

(6)

$$\begin{array}{r}50\\ \times\ 6\\ \hline\end{array}\qquad\qquad \begin{array}{r}80\\ \times\ 1\\ \hline\end{array}\qquad\qquad \begin{array}{r}48\\ \times\ 4\\ \hline\end{array}$$

(9)

$$\begin{array}{r}78\\ \times\ 8\\ \hline\end{array}\qquad\qquad \begin{array}{r}66\\ \times\ 6\\ \hline\end{array}\qquad\qquad \begin{array}{r}25\\ \times\ 5\\ \hline\end{array}$$

(12)

$$\begin{array}{r}27\\ \times\ 2\\ \hline\end{array}\qquad\qquad \begin{array}{r}76\\ \times\ 6\\ \hline\end{array}\qquad\qquad \begin{array}{r}40\\ \times\ 2\\ \hline\end{array}$$

(15)

(5) (10) (15)

______ corrects

______ errors

M-26

Write Answers to Multiplication Problems
Two Digit Times Two Digit

$\begin{array}{r} 27 \\ \times 14 \\ \hline \end{array}$	$\begin{array}{r} 63 \\ \times 95 \\ \hline \end{array}$

$\begin{array}{r} 51 \\ \times 31 \\ \hline \end{array}$	$\begin{array}{r} 73 \\ \times 63 \\ \hline \end{array}$	$\begin{array}{r} 44 \\ \times 75 \\ \hline \end{array}$	(3)
$\begin{array}{r} 58 \\ \times 59 \\ \hline \end{array}$	$\begin{array}{r} 45 \\ \times 40 \\ \hline \end{array}$	$\begin{array}{r} 81 \\ \times 19 \\ \hline \end{array}$	(6)
$\begin{array}{r} 95 \\ \times 92 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ \times 48 \\ \hline \end{array}$	$\begin{array}{r} 87 \\ \times 57 \\ \hline \end{array}$	(9)
$\begin{array}{r} 26 \\ \times 61 \\ \hline \end{array}$	$\begin{array}{r} 39 \\ \times 60 \\ \hline \end{array}$	$\begin{array}{r} 60 \\ \times 84 \\ \hline \end{array}$	(12)
$\begin{array}{r} 34 \\ \times 29 \\ \hline \end{array}$	$\begin{array}{r} 91 \\ \times 65 \\ \hline \end{array}$	$\begin{array}{r} 96 \\ \times 25 \\ \hline \end{array}$	(15)
(5)	(10)	(15)	

________ corrects

________ errors

M-27

Write Answers to Division Facts
Quotients 0 - 9

$5\overline{)35}$ $1\overline{)8}$

$7\overline{)35}$	$6\overline{)0}$	$9\overline{)72}$	$3\overline{)21}$	$6\overline{)18}$	$6\overline{)12}$	(6)
$3\overline{)27}$	$8\overline{)48}$	$4\overline{)8}$	$1\overline{)4}$	$5\overline{)30}$	$8\overline{)56}$	(12)
$1\overline{)9}$	$6\overline{)6}$	$9\overline{)36}$	$1\overline{)6}$	$2\overline{)18}$	$3\overline{)9}$	(18)
$4\overline{)24}$	$7\overline{)0}$	$5\overline{)25}$	$4\overline{)4}$	$6\overline{)36}$	$1\overline{)7}$	(24)
$7\overline{)63}$	$7\overline{)28}$	$1\overline{)1}$	$5\overline{)20}$	$8\overline{)16}$	$2\overline{)10}$	(30)
$8\overline{)64}$	$5\overline{)0}$	$2\overline{)14}$	$6\overline{)54}$	$1\overline{)2}$	$4\overline{)12}$	(36)
$2\overline{)2}$	$9\overline{)45}$	$2\overline{)4}$	$1\overline{)5}$	$3\overline{)3}$	$5\overline{)40}$	(42)
$4\overline{)32}$	$6\overline{)42}$	$9\overline{)9}$	$2\overline{)6}$	$9\overline{)81}$	$7\overline{)49}$	(48)
$5\overline{)5}$	$8\overline{)24}$	$8\overline{)8}$	$7\overline{)7}$	$3\overline{)15}$	$1\overline{)3}$	(54)
(9)	(18)	(27)	(36)	(45)	(54)	

________ corrects ________ errors

M-28
Write Answers to Division Problems

$7\overline{)22}$ $5\overline{)100}$

$5\overline{)605}$ $32\overline{)448}$ $7\overline{)92}$ $5\overline{)80}$ (4)

$7\overline{)9}$ $21\overline{)63}$ $7\overline{)119}$ $6\overline{)83}$ (8)

$4\overline{)5}$ $2\overline{)74}$ $11\overline{)99}$ $23\overline{)920}$ (12)

$10\overline{)60}$ $4\overline{)64}$ $3\overline{)870}$ $7\overline{)55}$ (16)

$17\overline{)306}$ $2\overline{)3}$ (18)

(5) (10) (14) (18)

______ corrects ______ errors

M-29

Write Fraction Expansion and Reduction Equivalences

$\frac{4}{8} = \frac{1}{}$ $\qquad$ $\frac{1}{3} = \frac{}{9}$

$\frac{1}{4} = \frac{}{8}$	$\frac{3}{18} = \frac{1}{}$	$\frac{3}{24} = \frac{1}{}$	$\frac{1}{4} = \frac{}{20}$	(4)
$\frac{1}{10} = \frac{}{50}$	$\frac{3}{6} = \frac{1}{}$	$\frac{1}{2} = \frac{}{10}$	$\frac{1}{5} = \frac{}{10}$	(8)
$\frac{3}{15} = \frac{1}{}$	$\frac{1}{6} = \frac{}{24}$	$\frac{1}{10} = \frac{}{20}$	$\frac{1}{12} = \frac{}{24}$	(12)
$\frac{5}{60} = \frac{1}{}$	$\frac{10}{100} = \frac{1}{}$	$\frac{5}{15} = \frac{1}{}$	$\frac{20}{100} = \frac{1}{}$	(16)
$\frac{1}{3} = \frac{}{6}$	$\frac{15}{45} = \frac{1}{}$	$\frac{4}{12} = \frac{1}{}$	$\frac{10}{40} = \frac{1}{}$	(20)
$\frac{1}{12} = \frac{}{48}$	$\frac{3}{30} = \frac{1}{}$	$\frac{1}{8} = \frac{}{32}$	$\frac{1}{8} = \frac{}{16}$	(24)
$\frac{1}{5} = \frac{}{25}$	$\frac{1}{2} = \frac{}{4}$	$\frac{6}{12} = \frac{1}{}$	$\frac{3}{36} = \frac{1}{}$	(28)
$\frac{8}{64} = \frac{1}{}$	$\frac{1}{3} = \frac{}{30}$	$\frac{6}{36} = \frac{1}{}$	$\frac{1}{6} = \frac{}{12}$	(32)
(8)	(16)	(24)	(32)	

________ corrects $\qquad$ ________ errors

M-30

Write Answers to Fraction Computation: Mixed Addition, Subtraction, Multiplication and Division

$\frac{1}{4} + \frac{1}{4} = $ __ $\frac{5}{6} - \frac{1}{3} = $ __

$\frac{1}{2} + \frac{1}{2} = $ ____ $\frac{1}{5} \times \frac{1}{4} = $ ____ $\frac{1}{3} - \frac{2}{6} = $ ____ $\frac{1}{10} \div \frac{1}{8} = $ ____ (4)

$\frac{3}{5} + \frac{1}{6} = $ ____ $\frac{7}{8} - \frac{4}{8} = $ ____ $\frac{3}{4} \times \frac{2}{8} = $ ___ $\frac{1}{12} \div \frac{4}{5} = $ ____ (8)

$\frac{3}{12} + \frac{8}{12} = $ ____ $\frac{2}{10} \div \frac{6}{10} = $ ____ $\frac{6}{12} \times \frac{10}{12} = $ ___ $\frac{5}{6} - \frac{3}{6} = $ ____ (12)

$\frac{2}{3} \times \frac{6}{8} = $ ____ $\frac{4}{6} - \frac{2}{4} = $ ____ $\frac{2}{5} + \frac{3}{8} = $ ___ $\frac{3}{10} \times \frac{4}{10} = $ ____ (16)

(4) (8) (12) (16)

____ corrects ____ errors

M-31

Write Answers to Decimal Computations: Mixed Addition, Subtraction, Multiplication and Division

$\begin{array}{r} 1.2 \\ +1.2 \\ \hline \end{array}$ $\qquad$ $\begin{array}{r} .3 \\ \times\ .3 \\ \hline \end{array}$

$\begin{array}{r} 3.4 \\ +6.1 \\ \hline \end{array}$	$\begin{array}{r} .9 \\ -.8 \\ \hline \end{array}$	$\begin{array}{r} 7.7 \\ \times 5.2 \\ \hline \end{array}$	$6\overline{)40.22}$	(4)
$\begin{array}{r} 5.3 \\ -\ .6 \\ \hline \end{array}$	$\begin{array}{r} 1.4 \\ \times\ .2 \\ \hline \end{array}$	$\begin{array}{r} 8.9 \\ +9.8 \\ \hline \end{array}$	$2\overline{).6}$	(8)
$\begin{array}{r} .1 \\ +.7 \\ \hline \end{array}$	$\begin{array}{r} 10.53 \\ -\ .80 \\ \hline \end{array}$	$1.9\overline{)5.7}$	$\begin{array}{r} 76.80 \\ +\ .90 \\ \hline \end{array}$	(12)
$\begin{array}{r} 9.5 \\ -3.2 \\ \hline \end{array}$	$\begin{array}{r} .2 \\ \times .2 \\ \hline \end{array}$	$.8\overline{).9}$	$\begin{array}{r} 47.33 \\ \times\ .60 \\ \hline \end{array}$	(16)
(4)	(8)	(12)	(16)	

_______ corrects $\qquad$ _______ errors

Skill: Number Matching M-1

Design: Group Administered
Timed: 1 Minute

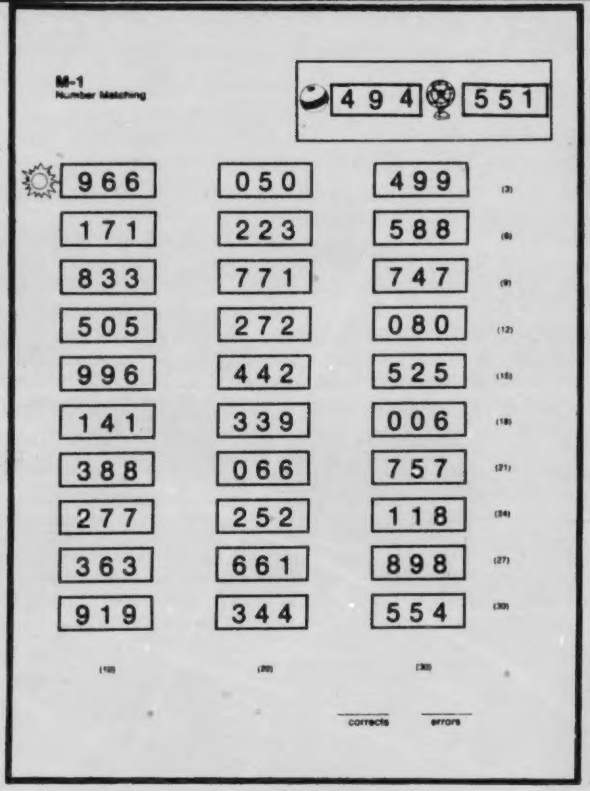
Level Suggestion: Kindergarten
First Grade

Task: Given three numbers, students mark two numbers which are the same.

Criterion: 10 Corrects
0 Errors

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to circle numbers that are the same.



M-1
Number Matching

494	551		
966	050	499	(3)
171	223	588	(6)
833	771	747	(9)
505	272	080	(12)
996	442	525	(15)
141	339	006	(18)
388	066	757	(21)
277	252	118	(24)
363	661	898	(27)
919	344	554	(30)
(10)	(20)	(30)	

____ corrects ____ errors

Sample:

Put your finger on the long box at the top of the page.
(Demonstrate).
In the box by the ball, two numbers are the same.
This number and this number are the same.
(Teacher demonstrates by pointing).
Circle this number and this number.
(Demonstrate, Pause, Check.).

Now, put your finger on the next box by the fan.
Circle the two numbers that are the same. (Pause).
You should have a circle around this number and this number.
(Demonstrate).

Items:

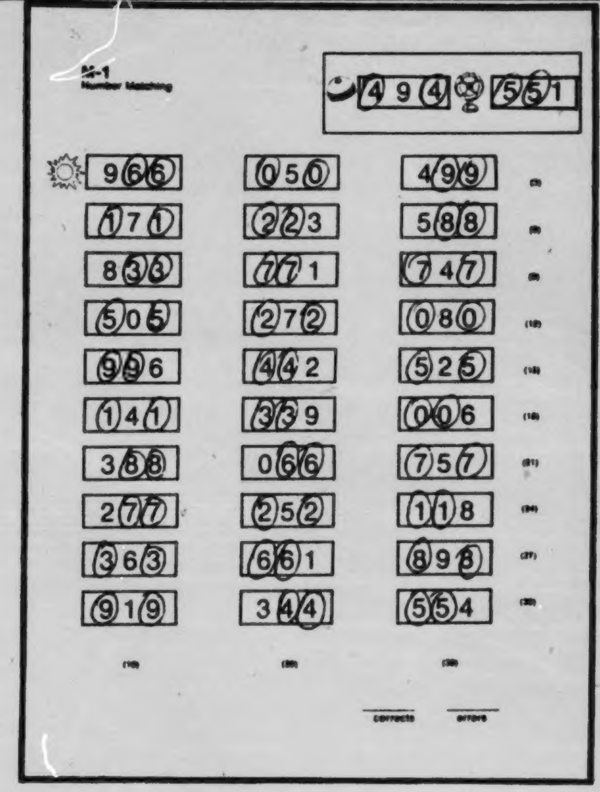
Everyone.....Listen Please. (Pause).
When I say begin, look at the first box by the sun.
Circle the numbers that are the same.

If you do not know an answer, slash the box with a line.
If you make a mistake do not erase it.
Slash it out and circle the correct number..

Work as many boxes as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for 1 minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Number Matching Continued M-1



M-1
Number Matching

4 9 4	5 5 1	
9 6 6	0 5 0	4 9 9 (3)
1 7 1	2 2 3	5 8 8 (6)
8 3 3	7 7 1	7 4 7 (9)
5 0 5	2 7 2	0 8 0 (12)
9 9 6	4 4 2	5 2 5 (15)
1 4 1	3 3 9	0 0 6 (18)
3 8 8	0 6 6	7 5 7 (21)
2 7 7	2 5 2	1 1 8 (24)
3 6 3	6 6 1	8 9 8 (27)
9 1 9	3 4 4	5 5 4 (30)
(10)	(20)	(30)

_____ corrects _____ errors

Correction Procedures:

Count each box correct or error.

Do not count boxes following the last student response.

Count as Correct:

4 9 4	Correct numbers circled.
4 9 4	Correct numbers marked differently.
4 9 4	Student's self corrections.

Count as Error:

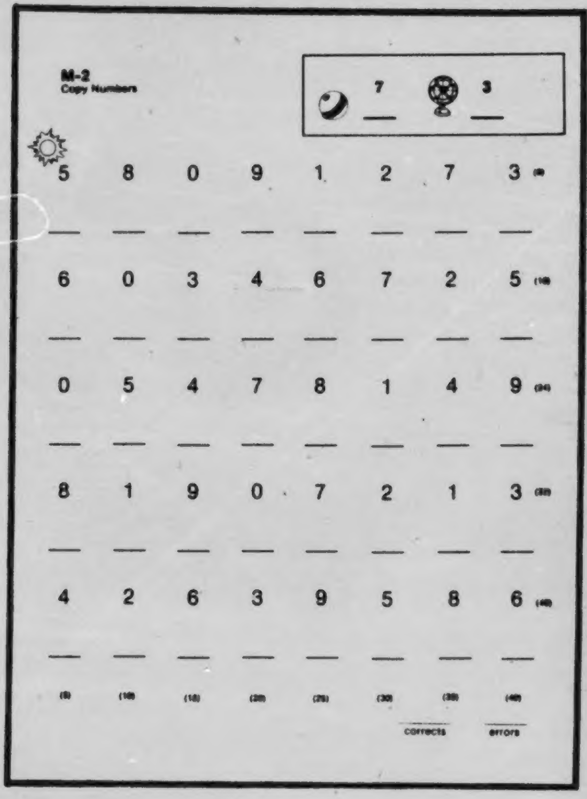
4 9 4	Incorrect numbers circled.
4 9 4	No numbers circled.
4 9 4	One number circled.
4 9 4	Box slashed with line.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

30 total items.

Skill:	**Copy Numbers M-2**
Design:	Group Administered Timed: 1 Minute
Level Suggestion:	Kindergarten First Grade
Task:	Given a number, students copy numbers on lines.
Criterion:	10 Corrects 0 Errors



M-2
Copy Numbers

7 ___ 3 ___

5	8	0	9	1	2	7	3	(8)
___	___	___	___	___	___	___	___	
6	0	3	4	6	7	2	5	(16)
___	___	___	___	___	___	___	___	
0	5	4	7	8	1	4	9	(24)
___	___	___	___	___	___	___	___	
8	1	9	0	7	2	1	3	(32)
___	___	___	___	___	___	___	___	
4	2	6	3	9	5	8	6	(40)
___	___	___	___	___	___	___	___	
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	

___ corrects ___ errors

Teacher's Instructions:

(Make sure everyone is on the correct page.)

On this page you are going to copy some numbers.

Sample:

Put your finger on the long box at the top of the page.
(Demonstrate).
Look at the first number and the line below it by the ball.
(Teacher demonstrates by pointing).
Copy the number on the line like this.
(Demonstrate, Pause, Check.).

Now, look at the next number by the fan.
Copy it on the line below. (Pause).
Your number should look like this. (Demonstrate).

Items:

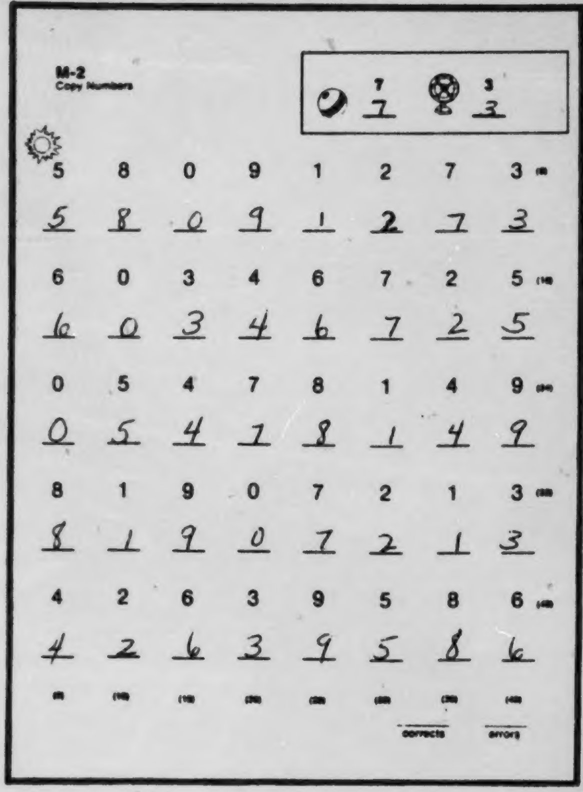
Everyone.....Listen Please. (Pause).
When I say begin, look at the first number by the sun.
Copy the number on the line.

If you do not know how to copy a number, slash out the line.
If you make a mistake, do not erase it.
Slash it out and make the correct number.

Copy as many numbers as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Copy Numbers Continued M-2



M-2
Copy Numbers

7	3							
7	3							
5	8	0	9	1	2	7	3	(8)
5	8	0	9	1	2	7	3	
6	0	3	4	6	7	2	5	(16)
6	0	3	4	6	7	2	5	
0	5	4	7	8	1	4	9	(24)
0	5	4	7	8	1	4	9	
8	1	9	0	7	2	1	3	(32)
8	1	9	0	7	2	1	3	
4	2	6	3	9	5	8	6	(40)
4	2	6	3	9	5	8	6	
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	

corrects errors

Correction Procedures: Count each number copied as correct or error.

Do not count numbers following the last student response.

Count as Correct:

7 7	Number copied correctly.
7 7	Correct number recognizable.
7 7	Correct number not on line.
7 ~~7~~ 7	Student's self-correction.

Count as Error:

7 4	Number copied incorrectly.
7	Number not recognizable.
7	Reversal/Rotation.
7	Number not copied.
7	Line slashed.

(REMEMBER: This skill is copying - not penmanship).

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

40 total items.

Skill: **Amount - Number Correspondence 0-9** **M-3**

Design: Group Administered
Timed: 1 Minute

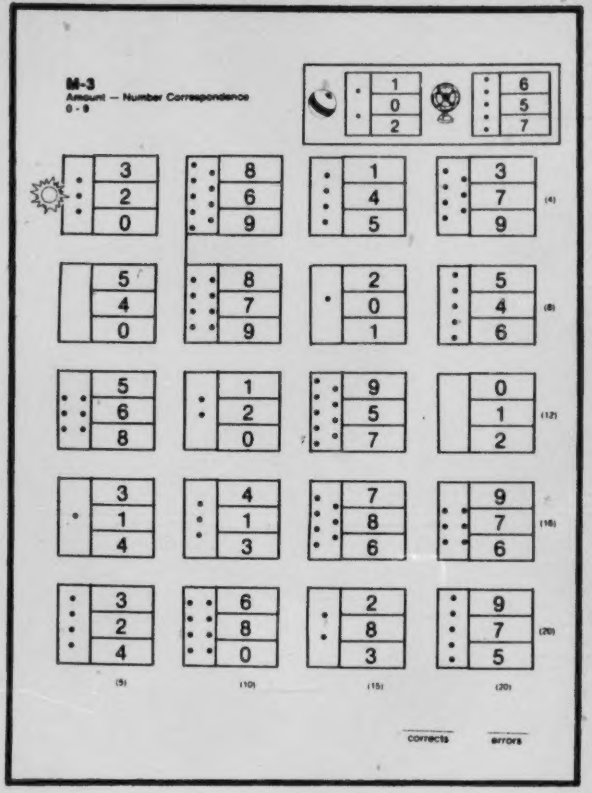
Level Suggestion: Kindergarten
First Grade

Task: Given a set of dots, students circle corresponding number.

Criterion: 7 Corrects
0 Errors

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to circle numbers that show how many dots there are.


M-3
Amount — Number Correspondence
0 - 9

		1 0 2	6 5 7	
3 2 0	8 6 9	1 4 5	3 7 9	(4)
5 4 0	8 7 9	2 0 1	5 4 6	(8)
5 6 8	1 2 0	9 5 7	0 1 2	(12)
3 1 4	4 1 3	7 8 6	9 7 6	(16)
3 2 4	6 8 0	2 8 3	9 7 5	(20)
(5)	(10)	(15)	(20)	

corrects
errors

Sample:

Put your finger on the long box at the top of the page.
(Demonstrate).
In the box by the ball there are dots.
Count the dots in the box. 1-2. (Demonstrate).
Circle the number two.
(Demonstrate, Pause, Check.).

Now count the dots in the box next to the fan.
Circle the number to show how many dots there are.
You should have circled the 5.
There are five dots in the box. (Demonstrate).

Items:

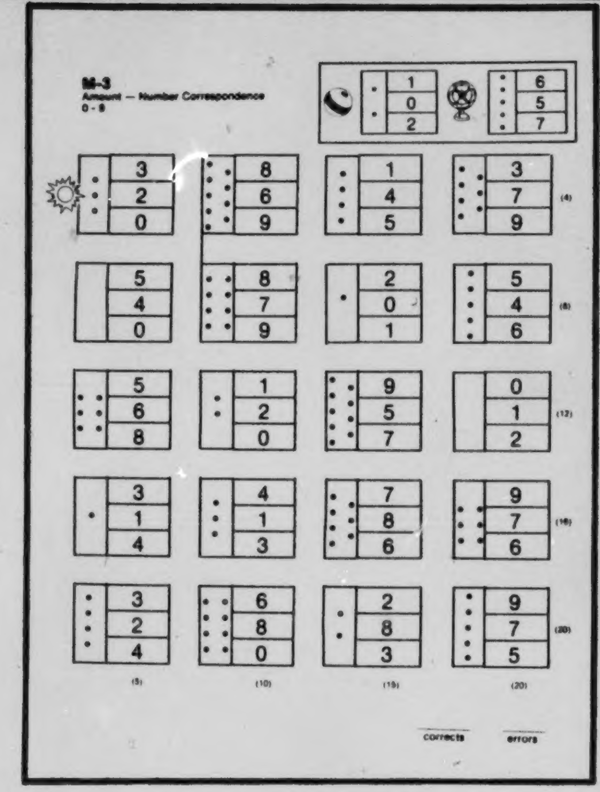
Everyone.....Listen Please. (Pause).
When I say begin, look at the first box by the sun.
Count the dots.
Circle the number to show how many dots there are.

If you do not know the answer, slash the box with a line.
If you make a mistake, do not erase it.
Slash it out and circle the correct number.

Work as many boxes as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Skill:	Amount - Number Correspondence 0-9 M-3
Design:	Group Administered Timed: 1 Minute
Level Suggestion:	Kindergarten First Grade
Task:	Given a set of dots, students circle corresponding number.
Criterion:	7 Corrects 0 Errors
Teacher's Instructions:	(Make sure everyone is on the correct page.)


M-3
Amount — Number Correspondence
0 - 9

On this page you are going to circle numbers that show how many dots there are.

Sample:

Put your finger on the long box at the top of the page.
(Demonstrate).
In the box by the ball there are dots.
Count the dots in the box. 1-2. (Demonstrate).
Circle the number two.
(Demonstrate, Pause, Check.).

Now count the dots in the box next to the fan.
Circle the number to show how many dots there are.
You should have circled the 5.
There are five dots in the box. (Demonstrate).

Items:

Everyone.....Listen Please. (Pause).
When I say begin, look at the first box by the sun.
Count the dots.
Circle the number to show how many dots there are.

If you do not know the answer, slash the box with a line.
If you make a mistake, do not erase it.
Slash it out and circle the correct number.

Work as many boxes as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive)

Skill: Number Recognition 0-9 M-4

Design: Group Administered
Teacher Paced

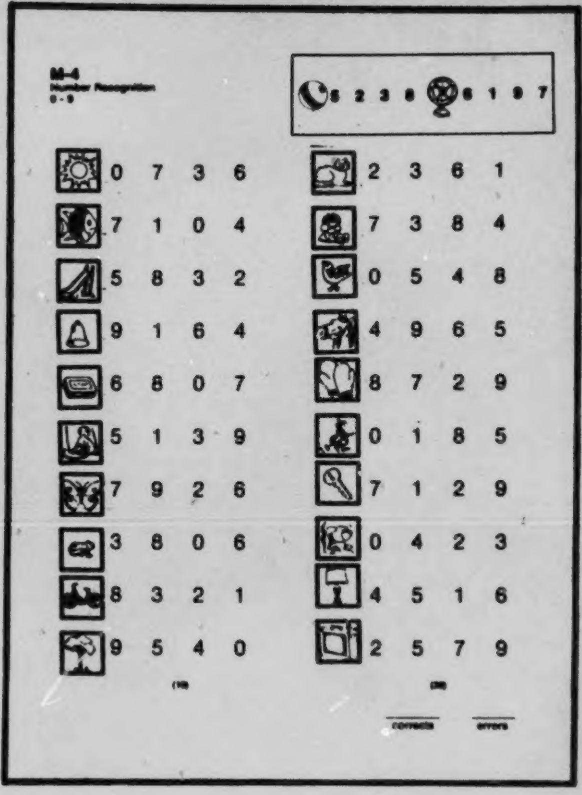
Level Suggestion: Kindergarten
First Grade

Task: Given 4 numbers, students circle the number said by the teacher.

Criterion: 19 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to circle the number that I say.



M-4
Number Recognition
0 - 9

5 2 3 8 6 1 9 7

0 7 3 6
7 1 0 4
5 8 3 2
9 1 6 4
6 8 0 7
5 1 3 9
7 9 2 6
3 8 0 6
8 3 2 1
9 5 4 0

2 3 6 1
7 3 8 4
0 5 4 8
4 9 6 5
8 7 2 9
0 1 8 5
7 1 2 9
0 4 2 3
4 5 1 6
2 5 7 9

corrects errors

Sample:

Put your finger on the long box at the top of the page.
(Demonstrate).
The four numbers next to the ball are 5 - 2 - 3 - 8.
(Teacher demonstrates by pointing).
Circle the number 2.
(Demonstrate, Pause, Check.).
You should have a circle around the number 2 like this.

Now, look at the numbers next to the fan.
Circle the number 9. (Pause).
You should have a circle around the number 9 like this.
(Demonstrate).

Items:

Everyone.....Listen Please. (Pause).
When I say the name of a picture, point to the picture in that row.
Circle the number I say.
You will go down the page.

If you do not know the number, slash the picture with a line.
If you make a mistake, do not erase it.
Slash it out and circle the correct number.

Listen and circle the numbers I say.
(Ask for questions).

(Go to next page.)

Number Recognition 0-9 Continued M-4

Ready:
(Say each number twice).

Point to the sun. In this row circle the 7...7.

(Moving down your page).

Point to the fish. In this row circle the 0...0.

Point to the slide. In this row circle the 2...2.

Point to the bell. In this row circle the 1...1.

Point to the soap. In this row circle the 6...6.

Point to the monkey. In this row circle the 3...3.

Point to the butterfly. In this row circle the 9...9.

Point to the frog. In this row circle the 6...6.

Point to the bike. In this row circle the 3...3.

Point to the tree. In this row circle the 4...4.

Go to the top of the next column and point to the cat. In this row, circle the 1...1.

Point to the doll. In this row circle the 8...8.

Point to the bird. In this row circle the 0...0.

Point to the horse. In this row circle the 4...4.

Point to the mittens. In this row circle the 8...8.

Point to the witch. In this row circle the 5...5.

Point to the key. In this row circle the 7...7.

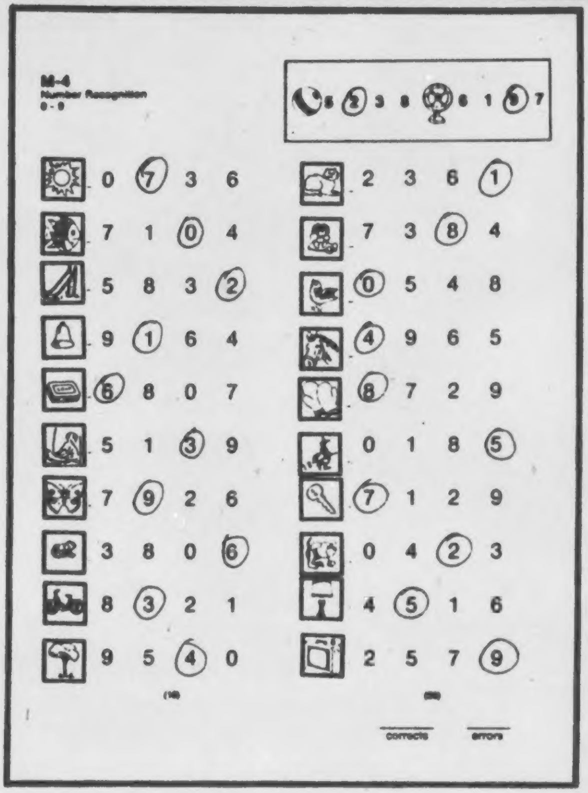
Point to the dog. In this row circle the 2...2.

Point to the lamp. In this row circle the 5...5.

Point to the T.V. In this row circle the 9...9.

Pencils down.
Turn the page.
(Say something positive).

Number Recognition 0-9 **M-4**
Continued



M-4
Number Recognition
0 - 9

5 ② 3 8 6 1 ⑧ 7

0 ⑦ 3 6 2 3 6 ①
7 1 ⓪ 4 7 3 ⑧ 4
5 8 3 ② ⓪ 5 4 8
9 ① 6 4 ④ 9 6 5
⑥ 8 0 7 ⑧ 7 2 9
5 1 ③ 9 0 1 8 ⑤
7 ⑨ 2 6 ⑦ 1 2 9
3 8 0 ⑥ 0 4 ② 3
8 ③ 2 1 4 ⑤ 1 6
9 5 ④ 0 2 5 7 ⑨

(10) (20)

corrects errors

Correction Procedures: Count each item as correct or error.

Count as Correct:

"2"	5 ② 3 8	Correct number circled.
	5 2 3 8	Correct number marked differently.
	5 2 3 ~~⑧~~	Student's self correction.

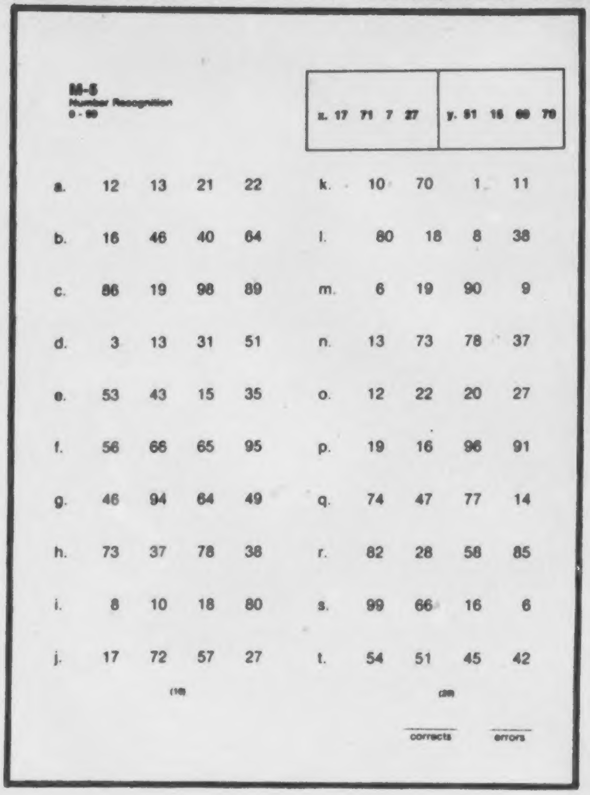
Count as Error:

5 2 3 ⑧	Incorrect number circled.
5 2 3 8	No number circled.
5 ② 3 ⑧	More than one number circled.
~~5 2 3 8~~	Picture/row slashed with line.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

20 total items.

Skill:	Number Recognition M-5 0-99
Design:	Group Administered Teacher Paced
Level Suggestion:	Second Grade Third Grade
Task:	Given 4 numbers, students circle the number said by the teacher.
Criterion:	19 Corrects 1 Error
Teacher's Instructions:	(Make sure everyone is on the correct page.) On this page you are going to circle the number that I say.



M-5
Number Recognition
0 - 99

x. 17 71 7 27

y. 51 15 [illegible] 70

a.	12	13	21	22	k.	10	70	1	11
b.	16	46	40	64	l.	80	18	8	38
c.	86	19	98	89	m.	6	19	90	9
d.	3	13	31	51	n.	13	73	78	37
e.	53	43	15	35	o.	12	22	20	27
f.	56	66	65	95	p.	19	16	96	91
g.	46	94	64	49	q.	74	47	77	14
h.	73	37	78	38	r.	82	28	58	85
i.	8	10	18	80	s.	99	66	16	6
j.	17	72	57	27	t.	54	51	45	42
		(10)					(20)		

____ corrects ____ errors

Sample:

Look at the box at the top of the page. (Demonstrate).
The four numbers next to x are 17 - 71 - 7 - 27.
(Demonstrate by pointing).
Circle the number 27.
(Demonstrate, Pause, Check.).
You should have a circle around the number 27 like this.

Now, look at the numbers next to y.
Circle the number 15. (Pause).
You should have a circle around the number 15 like this.
(Demonstrate).

Items:

Everyone.....Listen Please. (Pause).
When I say a letter, put your finger on it.
Circle the number I say.
You will go down the page.

If you do not know the number, slash the letter with a line.
If you make a mistake, do not erase it.
Slash it out and circle the correct number.

Listen and circle the number I say.
(Ask for questions).

(Go to next page).

Ready:
(Say each number twice).

In row a. circle the number 12.

In row b. circle the number 46.

In row c. circle the number 98.

In row d. circle the number 31.

In row e. circle the number 53.

In row f. circle the number 65

In row g. circle the number 49.

In row h. circle the number 37.

In row i. circle the number 80.

In row j. circle the number 27.

Now go to the top of the page.

In row k. circle the number 10.

In row l. circle the number 8.

In row m. circle the number 9.

In row n. circle the number 73.

In row o. circle the number 22.

In row p. circle the number 91.

In row q. circle the number 74.

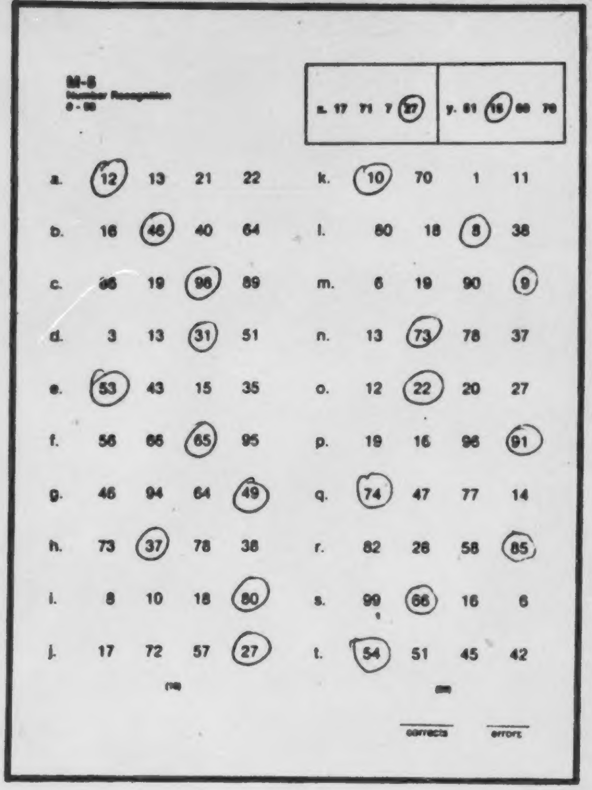
In row r. circle the number 85.

In row s. circle the number 66.

In row t. circle the number 54.

Pencils down.
Turn the page.
(Say something positive).

Number Recognition 0-99 Continued M-5



M-5
Number Recognition
0 - 99

x. 17 71 7 [✓ 27]

a. [✓ 12] 13 21 22
b. 16 [✓ 46] 40 64
c. 96 19 [✓ 98] 89
d. 3 13 [✓ 31] 51
e. [✓ 53] 43 15 35
f. 56 66 [✓ 65] 95
g. 46 94 64 [✓ 49]
h. 73 [✓ 37] 78 38
i. 8 10 18 [✓ 80]
j. 17 72 57 [✓ 27]

(10)

k. [✓ 10] 70 1 11
l. 80 18 [✓ 8] 38
m. 6 19 90 [✓ 9]
n. 13 [✓ 73] 78 37
o. 12 [✓ 22] 20 27
p. 19 16 96 [✓ 91]
q. [✓ 74] 47 77 14
r. 82 28 58 [✓ 85]
s. 99 [✓ 66] 16 6
t. [✓ 54] 51 45 42

(20)

______ corrects ______ errors

Correction Procedures: Count each item as correct or error.

Count as Correct:

"27" x. 17 71 7 [✓ 27] Correct number circled.

x. 17 71 7 27 Correct number marked differently.

x. 17 ~~[✓ 71]~~ 7 [✓ 27] Student's self correction.

Count as Error:

x. 17 [✓ 71] 7 27 Incorrect number circled.

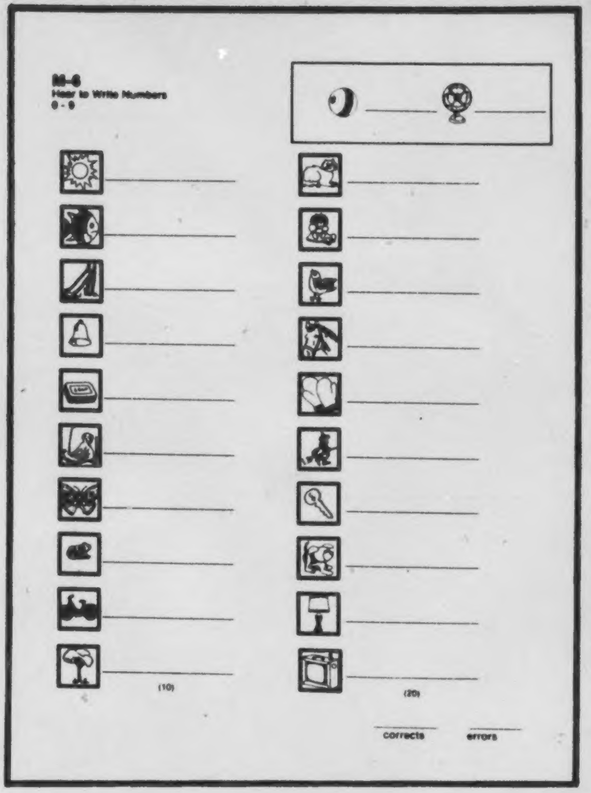
x. 17 71 7 27 No number circled.

x. 17 [✓ 71] 7 [✓ 27] More than one number circled.

~~x.~~ 17 71 7 27 Letter/row slashed with line.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

20 total items.



M-6
Hear to Write Numbers
0 - 9

(10)

(20)

corrects errors

Skill: Hear to Write Numbers 0-9 M-6

Design: Group Administered
Teacher Paced

Level Suggestion: Kindergarten
First Grade

Task: Students write the number said by the teacher.

Criterion: 19 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to listen to the number I say, then write it.

Sample:

Put your finger on the long box at the top of the page.
(Demonstrate).
On the line next to the ball, write the number I say.
Listen to this number: 1.
(Teacher says the number name).
Write the number 1 on the line.
(Demonstrate, Pause, Check.).
This is the number 1. (Demonstrate).

Now, on the line next to the fan, write the number 3.
(Pause).
You should have the number 3. (Demonstrate).

Items:

Everyone.....Listen Please. (Pause).
When I say the name of a picture, point to it.
On the line, write the number I say.
You will go down the page.

If you do not know the number, slash the line.
If you make a mistake, do not erase it.
Slash it out and write the correct number.

Listen and write the number I say.
(Ask for questions).

(Go to next page).

Hear to Write Numbers 0-9 Continued M-6

Ready:
(Say each number twice).

Put your finger on the sun. Write the number 4...4.

Put your finger on the fish. Write the number 9...9.

Put your finger on the slide. Write the number 0...0.

Put your finger on the bell. Write the number 6...6.

Put your finger on the soap. Write the number 8...8.

Put your finger on the monkey. Write the number 7...7.

Put your finger on the butterfly. Write the number 3...3.

Put your finger on the frog. Write the number 1...1.

Put your finger on the bike. Write the number 5...5.

Put your finger on the tree. Write the number 2...2.

Go to the top of the next column and put your finger on the cat. Write the number 0...0.

Put your finger on the doll. Write the number 1...1.

Put your finger on the bird. Write the number 6...6.

Put your finger on the horse. Write the number 3...3.

Put your finger on the mittens. Write the number 7...7.

Put your finger on the witch. Write the number 9...9.

Put your finger on the key. Write the number 8...8.

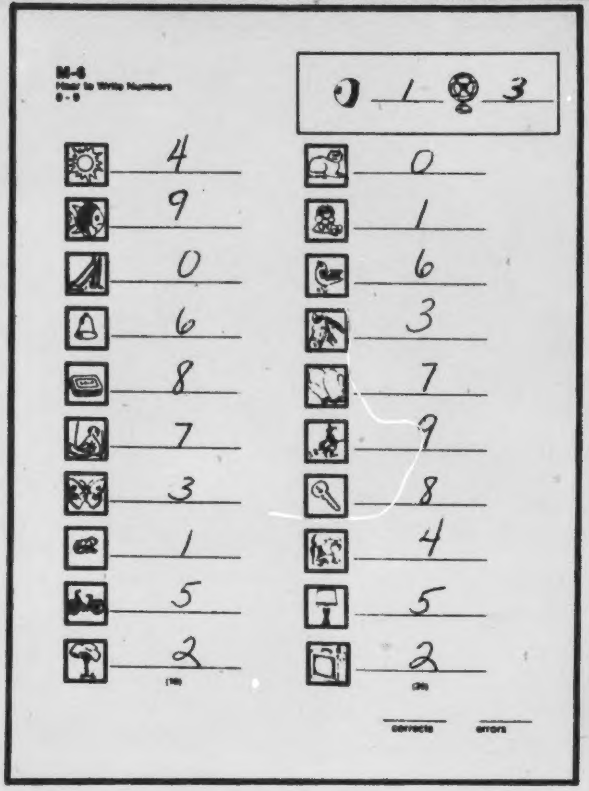
Put your finger on the dog. Write the number 4...4.

Put your finger on the lamp. Write the number 5...5.

Put your finger on the T.V. Write the number 2...2.

Pencils down.
Turn the page.
(Say something positive).

Hear to Write Numbers 0-9 M-6 Continued


M-6
Hear to Write Numbers
0 - 9

0 1 3

4	0
9	1
0	6
6	3
8	7
7	9
3	8
1	4
5	5
2	2
(10)	(20)

corrects errors

Correction Procedures: Count each number as correct or error.

Count as Correct:

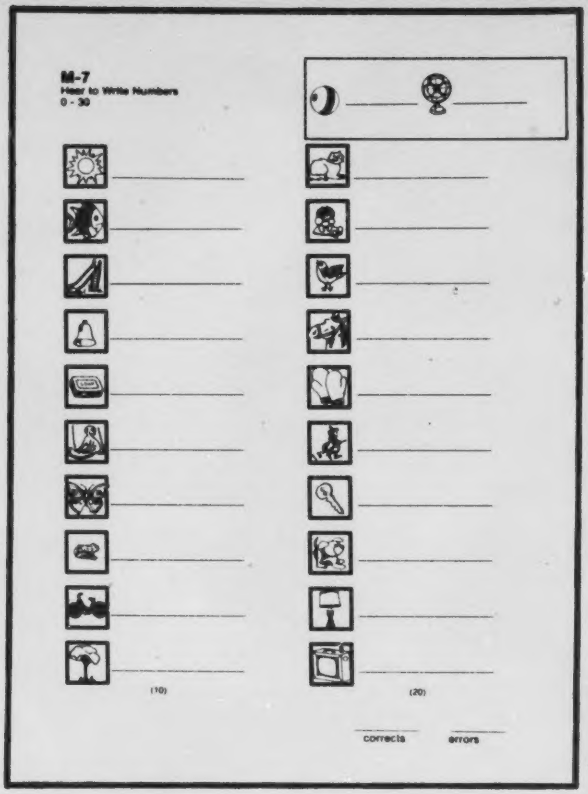
"3"	3	Correct number.
	3	Recognizable correct number.
	Ɛ/m	Reversal/Rotation.
	~~2~~ 3	Student's self correction.

Count as Error:

2	Incorrect number.
[illegible]	Unrecognizable number.
___	No number.
2 3	More than one number.
/	Line slashed.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

20 total items.



M-7
Hear to Write Numbers
0 - 30

(10)

(20)

corrects

errors

Skill: Hear to Write Numbers 0-30 M-7

Design: Group Administered
Teacher Paced

Level Suggestion: Second Grade

Task: Students write the number said by teacher.

Criterion: 19 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to listen to the number I say, then write it.

Sample:

Look at the box at the top of the page. (Demonstrate).
On the line next to the ball write the number I say.
Listen to this number: 6.
(Teacher says number name).
Write the number 6 on the line.
(Demonstrate, Pause, Check.).
This is number 6. (Demonstrate).

Now, on the line next to the fan write the number 23.
(Pause).
You should have number 23. (Demonstrate).

Items:

Everyone.....Listen Please. (Pause).
When I say the name of a picture, point to it.
On the line, write the number I say.
You will go down the page.

If you do not know the number, slash the line.
If you make a mistake, do not erase it.
Slash it out and write the correct number.

Listen and write the number I say.
(Ask for questions).

(Go to next page).

Hear to Write Numbers 0-30 Continued M-7

Ready:
(Say each number twice).

Point to the sun. Write the number 9...9.

Point to the fish. Write the number 16...16.

Point to the slide. Write the number 8...8.

Point to the bell. Write the number 0...0.

Point to the soap. Write the number 20...20.

Point to the monkey. Write the number 29...29.

Point to the butterfly. Write the number 24...24.

Point to the frog. Write the number 18...18.

Point to the bike. Write the number 22...22.

Point to the tree. Write the number 11...11.

Now go to the top of the next column and point to the cat.
Write the number 5...5.

Point to the doll. Write the number 21...21.

Point to the bird. Write the number 26...26.

Point to the horse. Write the number 14...14.

Point to the mittens. Write the number 4...4.

Point to the witch. Write the number 7...7.

Point to the key. Write the number 30...30.

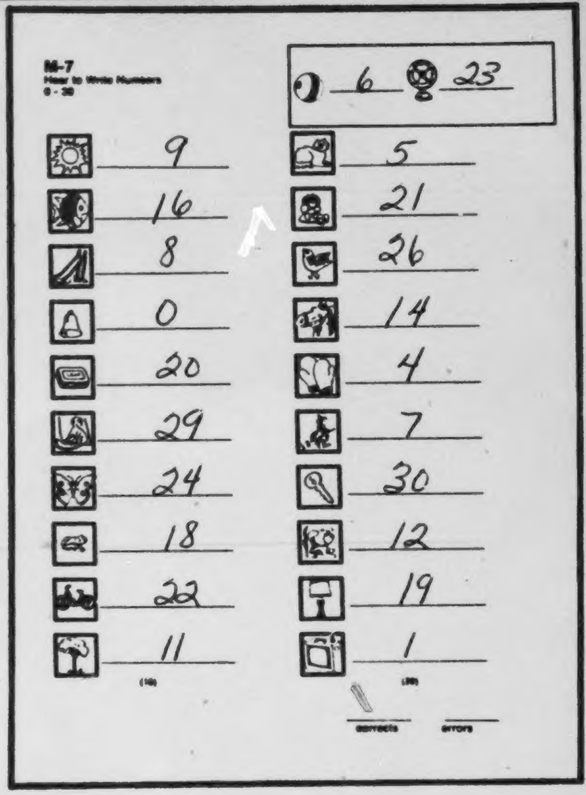
Point to the dog. Write the number 12...12.

Point to the lamp. Write the number 19...19.

Point to the T.V. Write the number 1...1.

Pencils down.
Turn the page.
(Say something positive).

Hear to Write Numbers **M-7**
0-30 Continued



M-7
Hear to Write Numbers
0 - 30

6 23

9	5
16	21
8	26
0	14
20	4
29	7
24	30
18	12
22	19
11	1
(10)	(20)

corrects errors

Correction Procedures: Count each number as correct or error.

Count as Correct:

"23"	23	Correct number.
	2Ɛ/23	Reversal/Rotation .
	23	Recognizable correct number.
	~~46~~ 23	Student's self correction.

Count as Error:

46	Incorrect number.
[illegible]	Unrecognizable number.
/	Line slashed.
—	No number.
32	Transposed numbers.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

20 total items.

Skill: Hear to Write Numbers 0-Ten Billion M-8

Design: Group Administered
Teacher Paced

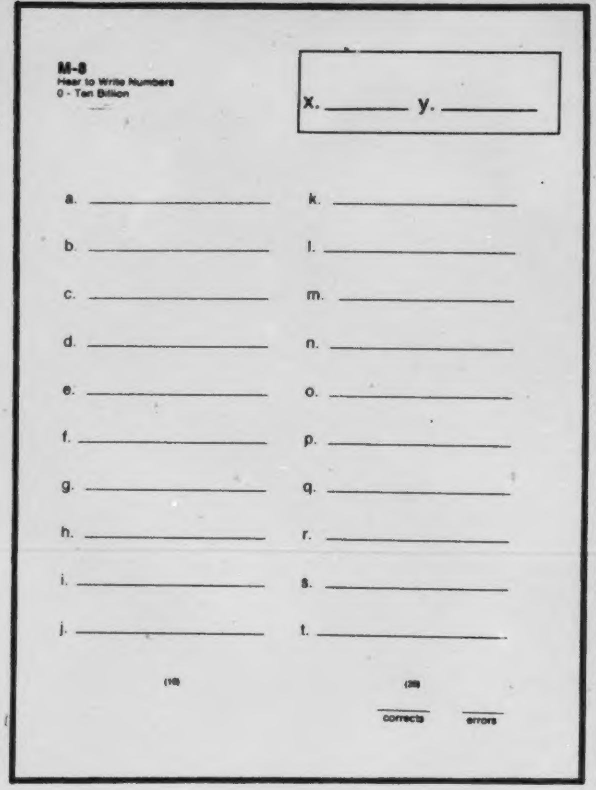
Level Suggestion: Fourth Grade
Fifth Grade
Sixth Grade

Task: Students write the number said by teacher.

Criterion: 18 Corrects
2 Errors

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to listen to the number I say, then write it.



M-8
Hear to Write Numbers
0 - Ten Billion

x. ________ y. ________

a. ________
b. ________
c. ________
d. ________
e. ________
f. ________
g. ________
h. ________
i. ________
j. ________

k. ________
l. ________
m. ________
n. ________
o. ________
p. ________
q. ________
r. ________
s. ________
t. ________

(10)

(20)

________ corrects
________ errors

Sample:

Look at the box at the top of the page.
On the line next to the x., write the number I say.
Write the number 145,321. (Demonstrate).
Listen to this number: 145,321.
This is the number 145,321.

Now, on the line next to the letter y., write the number 2,906.
(Pause).
You should have the number 2,906.
(Demonstrate).

Items:

Everyone.....Listen Please. (Pause).
When I say the name of a letter, look at it.
On the line write the number I say.
You will go down the page.

If you do not know the number, slash the line.
If you make a mistake, do not erase.
Slash it out and write the correct number.

Listen and write the number I say.
(Ask for questions).

(Go to next page).

Ready:
(Say each number twice).

Point to the a. and write 500,000,000 (Five Hundred Million).

Point to the b. and write 6,000,100,000 (Six Billion, One Hundred Thousand).

Point to the c. and write 2,398 (Two Thousand Three Hundred Ninety-eight).

Point to the d. and write 9 (nine).

Point to the e. and write 8,800,543 (Eight Million, Eight Hundred Thousand, Five Hundred Forty Three).

Point to the f. and write 57,170 (Fifty Seven Thousand, One Hundred Seventy).

Point to the g. and write 300,000 (Three Hundred Thousand).

Point to the h. and write 481 (Four Hundred Eight-one).

Point to the i. and write 6,000 (Six Thousand).

Point to the j. and write 200 (Two Hundred).

Now go to the top of the next column.

Point to the k. and write 977,134,065 (Nine Hundred Seventy Seven Million, One hundred Thirty Four Thousand, Sixty Five).

Point to the l. and write 80,000,000 (Eighty Million).

Point to the m. and write 5 (Five).

Point to the n. and write 2,000,000,000 (Two Billion).

Point to the o. and write 1,000,000 (One Million).

Point to the p. and write 36 (Thirty-six).

Point to the q. and write 29,546,000 (Twenty Nine Million, Five Hundred Forty Six Thousand).

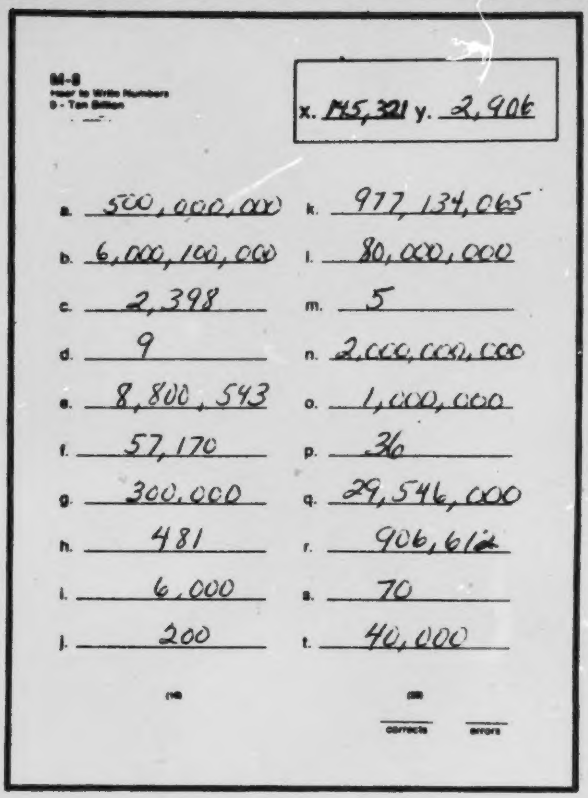
Point to the r. and write 906,612 (Nine Hundred Six Thousand, Six Hundred Twelve).

Point to the s. and write 70 (Seventy).

Point to the t. and write 40,000 (Forty Thousand).

Pencils down.
Turn the page.
(Say something positive).

Hear to Write Numbers M-8
0-Ten Billion Continued



M-8
Hear to Write Numbers
0 - Ten Billion

x. 145,321 y. 2,906

a.	500,000,000	k.	977,134,065
b.	6,000,100,000	l.	80,000,000
c.	2,398	m.	5
d.	9	n.	2,000,000,000
e.	8,800,543	o.	1,000,000
f.	57,170	p.	36
g.	300,000	q.	29,546,000
h.	481	r.	906,612
i.	6,000	s.	70
j.	200	t.	40,000

corrects errors

Correction Procedures: Count each number as correct or error.

Count as Correct:

"145,321"	145,321	Correct number.
	145,E21	Reversal/Rotation.
	145321	Recognizable correct number.
	~~169~~ 145,321	Student's self correction.

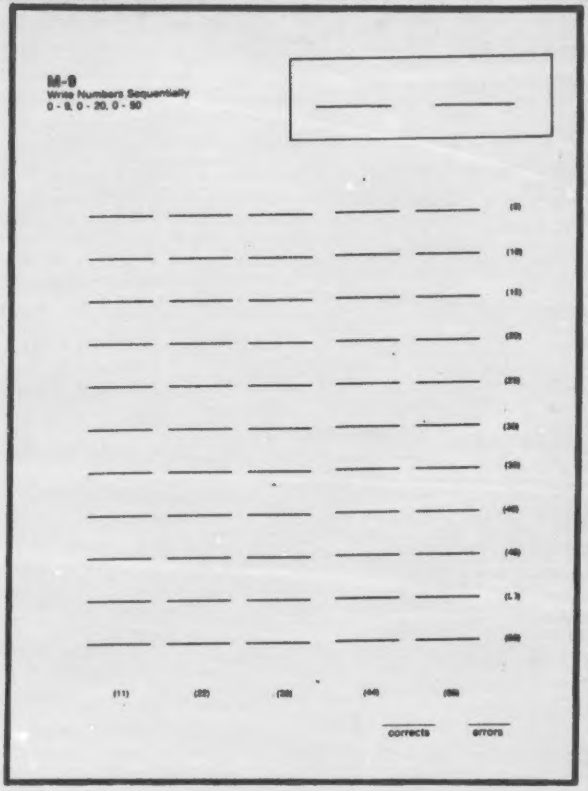
Count as Error:

264,123	Incorrect number.
174321	Unrecognizable number.
	No number.
/	Line slashed.
145,312	Transposed numbers.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of page.

20 total items.

Skill: Write Numbers Sequentially 0-9, 0-20, 0-50 **M-9**


M-9
Write Numbers Sequentially
0 - 9, 0 - 20, 0 - 50

Design: Group Administered
Not Timed

Level Suggestion:
0- 9: First Grade
0-20: Second Grade
0-50: Third Grade

Task: Given a lined sheet, students write numbers sequentially.

Criterion:
0- 9: 10 Corrects, 0 Errors
0-20: 21 Corrects, 0 Errors
0-50: 51 Corrects, 0 Errors

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to write numbers starting with 0.

Sample:

Look at the box at the top of the page. (Demonstrate).
When we count, 0 is the first number.
Write 0.
(Demonstrate, Pause, Check.).
The number 1 comes after 0 when you count.
Write 1.
(Demonstrate, Pause, Check.).
First comes the number 0, then the 1 and so on.

Items:

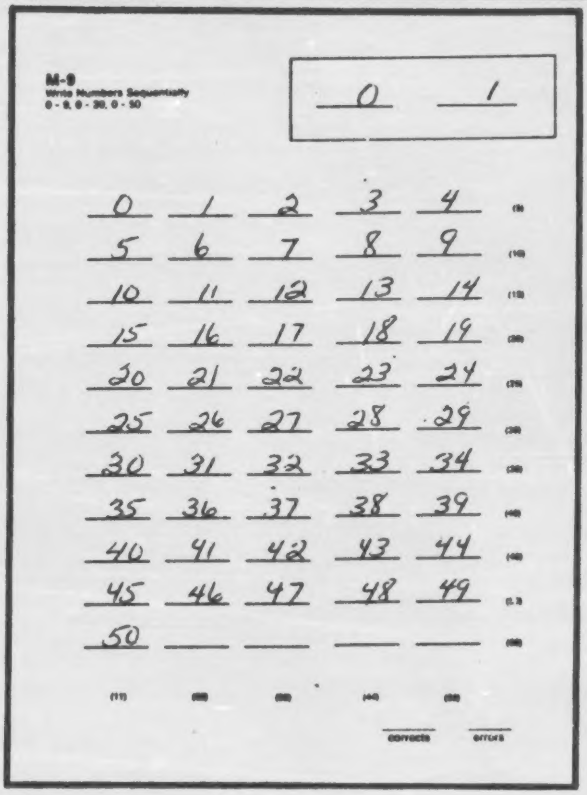
Everyone.....Listen Please. (Pause).
When I say begin, write the numbers.
Start with 0, then write the numbers to 9 (20, 50).

If you do not know a number, slash the line.
If you make a mistake, do not erase.
Slash it out and write the correct number.

Write as many numbers as you can without skipping around.
When you are finished, put your pencil down and sit quietly.
(Ask for questions).

Ready.....Begin.
Stop. (When all students have finished).
Pencils down.
Turn the page.
(Say something positive).

Write Numbers Sequentially **M-9**
0-9, 0-20, 0-50 Continued


M-9
Write Numbers Sequentially
0 - 9, 0 - 20, 0 - 50

0 1

0	1	2	3	4
5	6	7	8	9
10	11	12	13	14
15	16	17	18	19
20	21	22	23	24
25	26	27	28	29
30	31	32	33	34
35	36	37	38	39
40	41	42	43	44
45	46	47	48	49
50				

corrects errors

Correction Procedures: Count each number as correct or error.

Count as Correct:

0 1 2 Correct number.

0 1 S/N Reversal/Rotation.

0 1 2 Recognizable correct number.

0 1 ~~2~~ 2 Student's self correction.

Count as Error:

0 1 3 Incorrect number.

0 1 ~ Unrecognizable number.

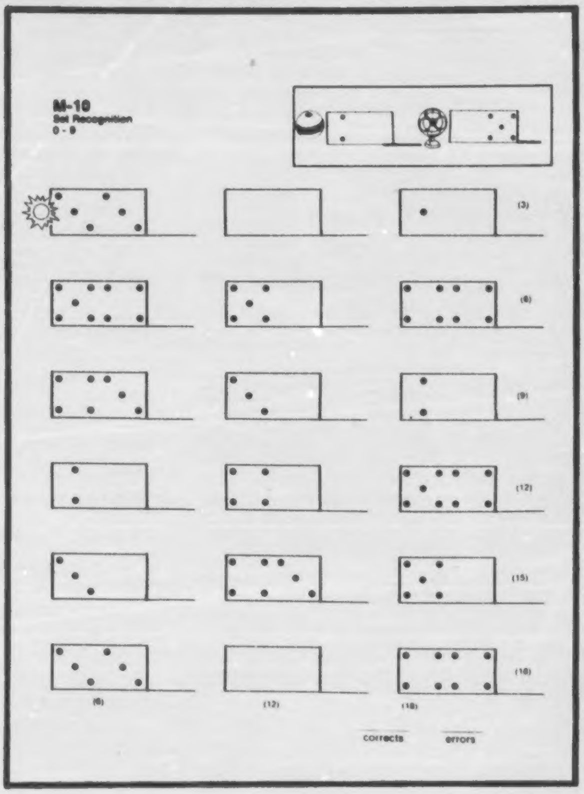
0 1 ___ Number skipped.

0 1 / Line slashed.

0 1 ___ No number.

10 11 21 Transposed numbers.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.



Skill: Set Recognition 0-9 **M-10**

Design: Group Administered
Timed: 1 Minute

Level Suggestion: Kindergarten
First Grade

Task: Given a set of dots, students write a numeral to show the number of dots in each box.

Criterion: 5 Corrects
0 Errors

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to count the dots and write how many there are.

Sample:

Put your finger on the long box at the top of the page.
(Demonstrate).
Count the dots in the first box by the ball.
1 - 2. (Demonstrate).
There are two dots.
Write the number 2 on the line next to the box like this.
(Demonstrate, Pause, Check.).

Now, in the next box by the fan, count the dots.
Write the number to show how many dots.
There are five dots.
You should have a number 5 on the line. (Demonstrate).

Put your pencils down.

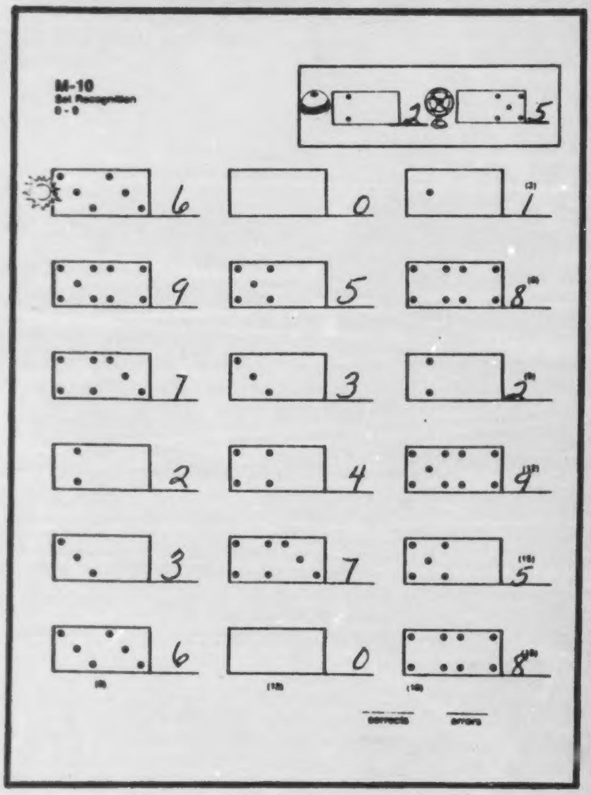
Items:

Everyone.....Listen Please. (Pause).
When I say begin, count the dots in the box by the sun.
Write the number to show how many dots there are.

If you do not know the number, slash the box with a line.
If you make a mistake do not erase.
Slash it out and write the correct number.

Work as many boxes as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for 1 minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).



M-10
Set Recognition
0 - 9

2 5

6 0 1
9 5 8
7 3 2
2 4 9
3 7 5
6 0 8

corrects errors

Correction Procedures:

Count each number as correct or error.

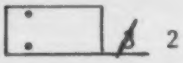
Do not count boxes following last student response.

Count as Correct:

Correct number.

Reversal/Rotation.

Recognizable correct number.

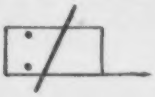


Student's self correction.

Count as Error:

Incorrect number.

No response.


Box slashed with line.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

18 total items.

Skill: Mark the Largest Number 2-9 M-11

Design: Group Administered
Timed: 1 Minute

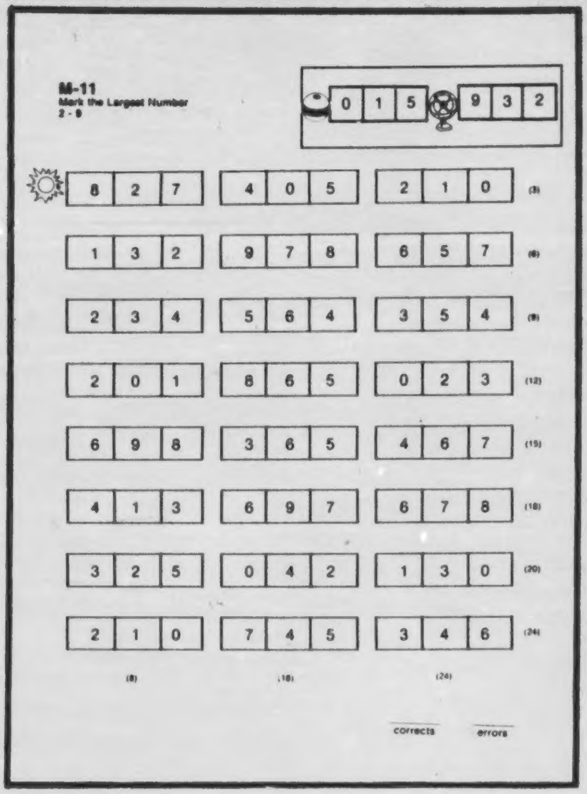
Level Suggestion: Kindergarten
First Grade

Task: Given a box with three numbers, students mark the largest number.

Criterion: 10 Corrects
0 Errors

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to circle the largest number out of three given numbers.



M-11
Mark the Largest Number
2 - 9

0 1 5	9 3 2		
8 2 7	4 0 5	2 1 0	(3)
1 3 2	9 7 8	6 5 7	(6)
2 3 4	5 6 4	3 5 4	(9)
2 0 1	8 6 5	0 2 3	(12)
6 9 8	3 6 5	4 6 7	(15)
4 1 3	6 9 7	6 7 8	(18)
3 2 5	0 4 2	1 3 0	(20)
2 1 0	7 4 5	3 4 6	(24)
(8)	(16)	(24)	

____ corrects ____ errors

Sample:

Put your finger on the long box at the top of the page.
(Demonstrate).
In the first box by the ball, the numbers are 0 - 1 - 5.
Five is the largest number.
Circle the number 5.
(Demonstrate, Pause, Check.).

In the next box by the fan, read the numbers.
Circle the largest number. (Pause).
You should have a circle around the number 9. (Demonstrate).
Put your pencils down.

Items:

Everyone.....Listen Please. (Pause).
When I say begin, read the numbers in the box by the sun.
Circle the largest number.

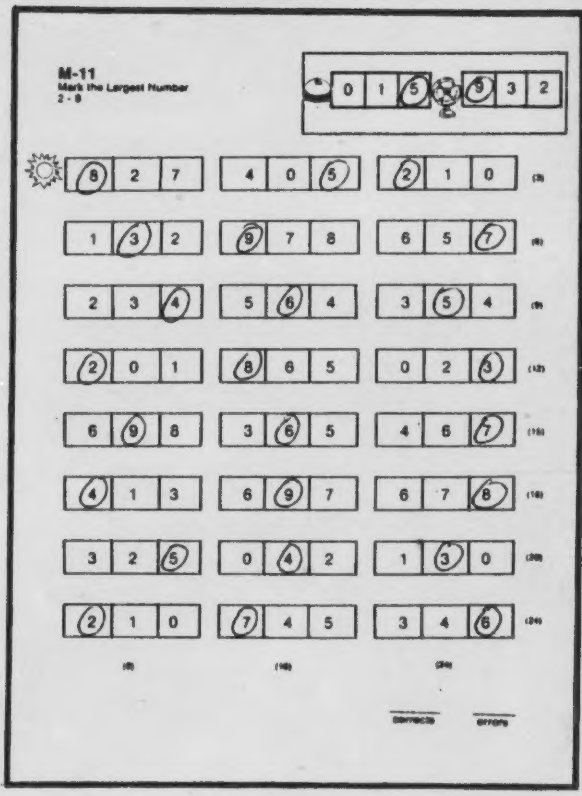
If you do not know an answer, slash the box with a line.
If you make a mistake, do not erase.
Slash it out and circle the correct number.

Work as many boxes as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Mark the Largest Number 2-9 Continued

M-11



M-11
Mark the Largest Number
2 - 9

0	1	⑤		⑨	3	2

⑧	2	7	4	0	⑤	②	1	0	(3)
1	③	2	⑨	7	8	6	5	⑦	(6)
2	3	④	5	⑥	4	3	⑤	4	(9)
②	0	1	⑧	6	5	0	2	③	(12)
6	⑨	8	3	⑥	5	4	6	⑦	(15)
④	1	3	6	⑨	7	6	7	⑧	(18)
3	2	⑤	0	④	2	1	③	0	(21)
②	1	0	⑦	4	5	3	4	⑥	(24)
(8)			(16)			(24)			

_____ corrects _____ errors

Correction Procedures:

Count each box as correct or error.

Do not count boxes following the last student response.

Count as Correct:

0 1 ⑤	Correct number circled.
0 1 5	Correct number marked differently.
~~⓪~~ 1 ⑤	Student's self correction.

Count as Error:

⓪ 1 5	Incorrect number circled.
⓪ 1 ⑤	Two or three numbers circled.
0 1 5	No number circled.
0 ~~1~~ 5	Box slashed with line.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

24 total items.

Skill: Mark the Largest Number 2-999 M-12

Design: Group Administered
Timed: 1 Minute

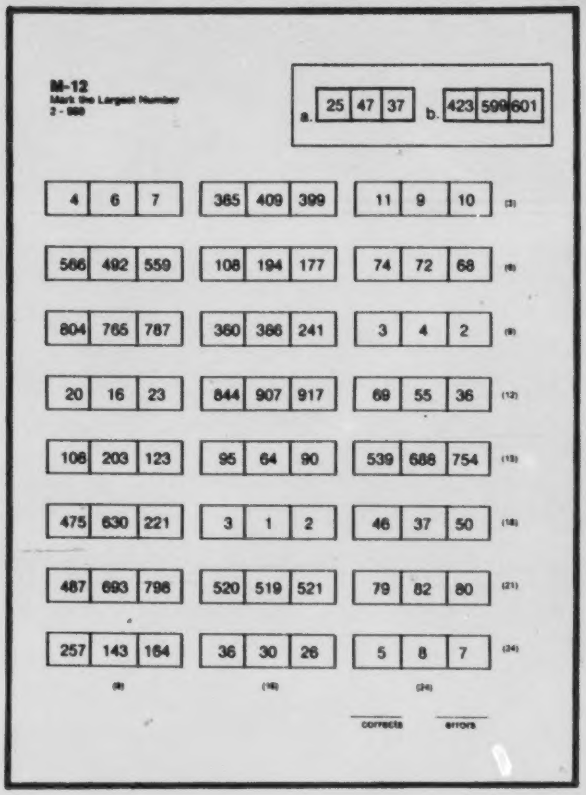
Level Suggestion: Second Grade
Third Grade

Task: Given a box with three numbers, students circle the largest number

Criterion: 25 Corrects
0 Errors

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to circle the largest number out of three given numbers.



M-12
Mark the Largest Number
2 - 999

a. 25 47 37 b. 423 599 601

4	6	7	365	409	399	11	9	10	(3)
566	492	559	108	194	177	74	72	68	(6)
804	765	787	360	366	241	3	4	2	(9)
20	16	23	844	907	917	69	55	36	(12)
108	203	123	95	64	90	539	688	754	(15)
475	630	221	3	1	2	46	37	50	(18)
487	693	796	520	519	521	79	82	80	(21)
257	143	164	36	30	26	5	8	7	(24)
	(8)			(16)			(24)		

____ corrects ____ errors

Sample:

Look at the box at the top of the page. (Demonstrate).
In the first box by a., the numbers are 24 - 47 - 37.
47 is the largest number.
Circle the number 47.
(Demonstrate, Pause, Check.).

Now, in the next box by b., read the numbers.
Circle the largest number. (Pause).
You should have a circle around the number 601. (Demonstrate).

Put your pencils down.

Items:

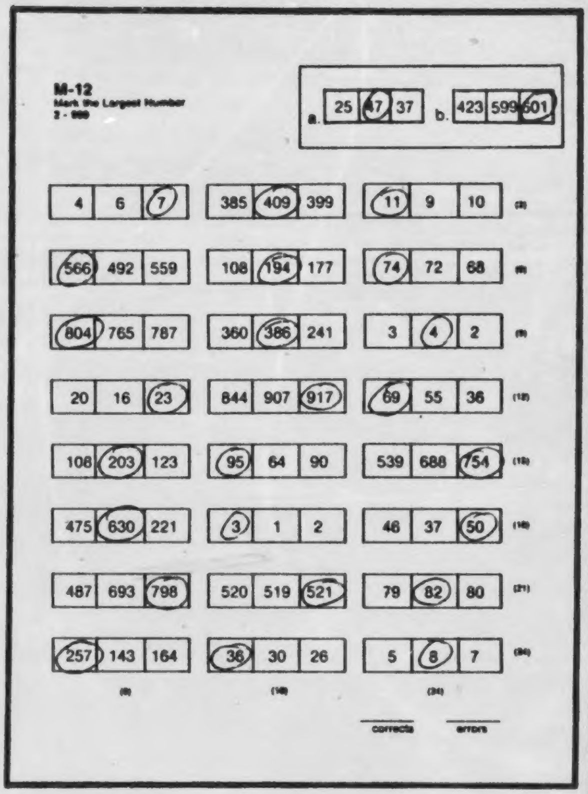
Everyone.....Listen Please. (Pause).
When I say begin, read the numbers in each box.
Circle the largest number.

If you do not know an answer, slash the box with a line.
If you make a mistake, do not erase.
Slash it out and circle the correct number.

Work as many boxes as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Mark the Largest Number 2-999 Continued   M-12



M-12
Mark the Largest Number
2 - 999

a. 25 [✓ 47] 37   b. 423 599 [✓ 601]

4	6	[✓ 7]	385	[✓ 409]	399	[✓ 11]	9	10	(3)
[✓ 566]	492	559	108	[✓ 194]	177	[✓ 74]	72	68	(6)
[✓ 804]	765	787	360	[✓ 386]	241	3	[✓ 4]	2	(9)
20	16	[✓ 23]	844	907	[✓ 917]	[✓ 69]	55	36	(12)
108	[✓ 203]	123	[✓ 95]	64	90	539	688	[✓ 754]	(15)
475	[✓ 630]	221	[✓ 3]	1	2	46	37	[✓ 50]	(18)
487	693	[✓ 798]	520	519	[✓ 521]	79	[✓ 82]	80	(21)
[✓ 257]	143	164	[✓ 36]	30	26	5	[✓ 8]	7	(24)
	(8)			(16)			(24)		

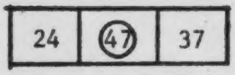
_______ corrects   _______ errors

Correction Procedures:

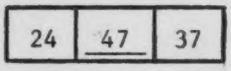
Count each box as correct or error.

Do not count boxes following the last student response.

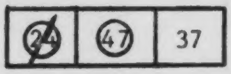
Count as Correct:



Correct number circled.

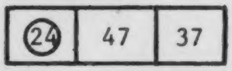


Correct number marked differently.

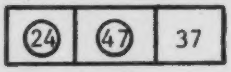


Student's self correction.

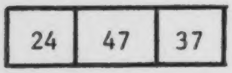
Count as Error:



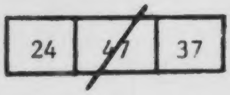
Incorrect number circled.



Two or three numbers circled.



No number circled.



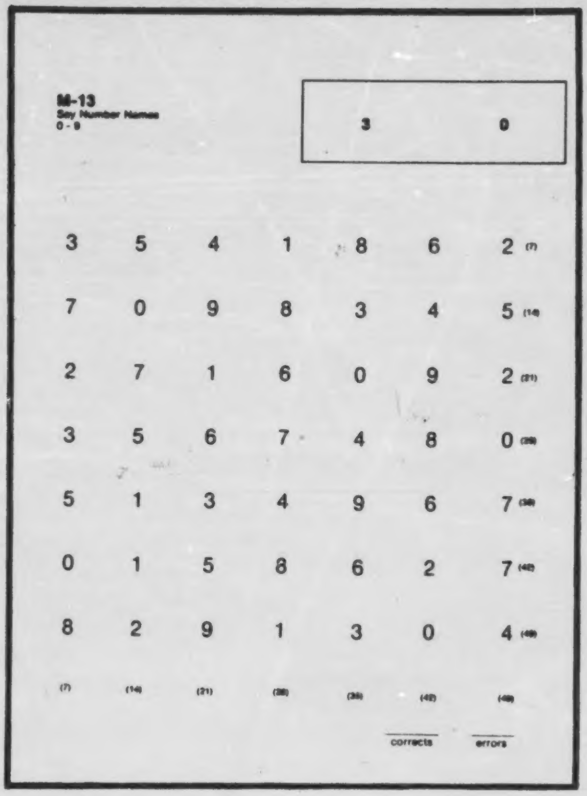
Box slashed with line.

Scoring Procedures:

Count the total number or corrects and errors. Record score at the bottom of the page.

24 total items.

Skill:	Say Number Names 0-9 M-13
Design:	Individually Administered Timed: 1 Minute
Level Suggestion:	Kindergarten First Grade
Task:	Given random numbers 0-9, student says the number names.
Criterion:	25 Corrects 0 Errors
Teacher's Instructions:	(Make sure student has the correct page.) On this page you are going to say the names of numbers.



M-13
Say Number Names
0 - 9

3	0

3	5	4	1	8	6	2	(7)
7	0	9	8	3	4	5	(14)
2	7	1	6	0	9	2	(21)
3	5	6	7	4	8	0	(28)
5	1	3	4	9	6	7	(35)
0	1	5	8	6	2	7	(42)
8	2	9	1	3	0	4	(49)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	

______ corrects ______ errors

Recommendation: Reproduce extra copies of the subtest. Use a copy to record each student's corrects and errors.

Sample:

Look at the long box at the top of the page.
The numbers in the box are 3 and 0.
(Teacher demonstrates by pointing and saying "3").
(Teacher moves finger and points and says "0").

Now, you say each number name. (Pause, Check.).
Good! The numbers are 3 and 0.

Items:

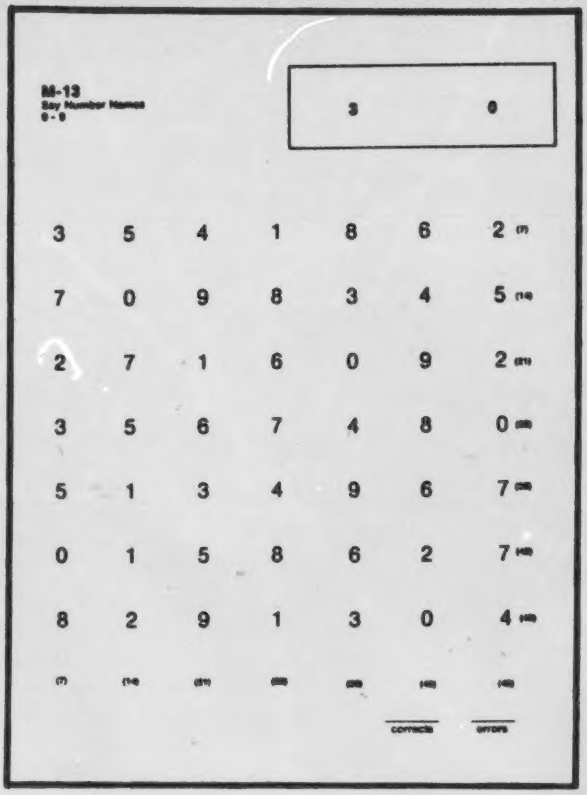
(Student's name).....Listen Please. (Pause).
When I say begin, say each number.

If you do not know a number, say so and go to the next number.
If you make a mistake, correct it and go on.

Say as many numbers as you can without skipping around.
Say the numbers until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
(If student hesitates for 5 seconds, tell the student to move on.)
Stop.
(Say something positive).

Say Number Names 0-9 Continued M-13



M-13
Say Number Names
0 - 9

3 0

3	5	4	1	8	6	2	(7)
7	0	9	8	3	4	5	(14)
2	7	1	6	0	9	2	(21)
3	5	6	7	4	8	0	(28)
5	1	3	4	9	6	7	(35)
0	1	5	8	6	2	7	(42)
8	2	9	1	3	0	4	(49)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	

_____ corrects _____ errors

Correction Procedures: Count each number as correct or error.

Do not count numbers following the last student response.

Count as Correct:

Correct number name.

Student's self correction.

Count as Error:

Incorrect number name.

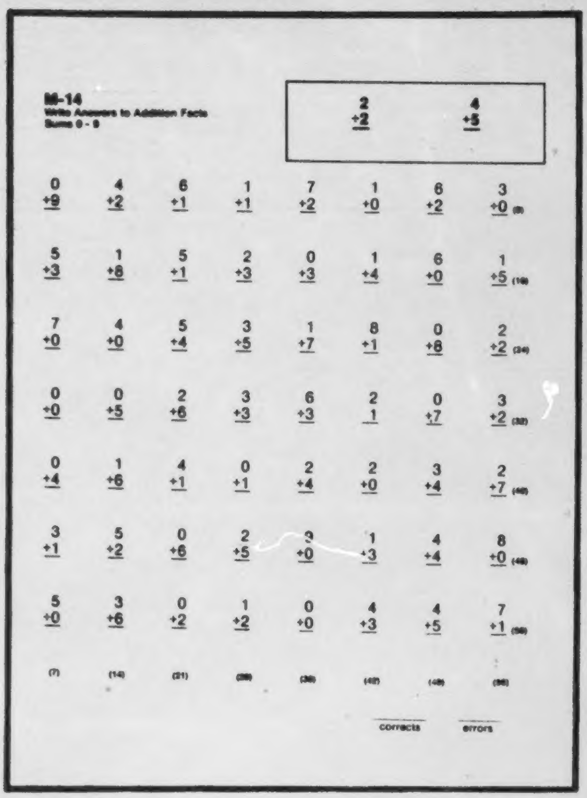
Number name skipped.

Number said not known.

Scoring Procedures: Count the total number of corrects and errors. Record score at the bottom of the page.

49 total items.

Skill:	Write Answers to Addition Facts: Sums 0-9	M-14
Design:	Group Administered Timed: 1 Minute	
Level Suggestion:	First Grade Second Grade	
Task:	Given addition facts with sums 0-9, students write answers.	
Criterion:	16 Corrects 1 Error	



M-14
Write Answers to Addition Facts
Sums 0 - 9

2 +2	4 +5

0 +9	4 +2	6 +1	1 +1	7 +2	1 +0	6 +2	3 +0	(8)
5 +3	1 +8	5 +1	2 +3	0 +3	1 +4	6 +0	1 +5	(16)
7 +0	4 +0	5 +4	3 +5	1 +7	8 +1	0 +8	2 +2	(24)
0 +0	0 +5	2 +6	3 +3	6 +3	2 1	0 +7	3 +2	(32)
0 +4	1 +6	4 +1	0 +1	2 +4	2 +0	3 +4	2 +7	(40)
3 +1	5 +2	0 +6	2 +5	9 +0	1 +3	4 +4	8 +0	(48)
5 +0	3 +6	0 +2	1 +2	0 +0	4 +3	4 +5	7 +1	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

_____ corrects _____ errors

Teacher's Instructions:

(Make sure everyone is on the correct page.)

On this page you are going to write answers to addition facts.

Sample:

Look at the box at the top of the page. (Demonstrate).
The first problem is 2 plus (and) 2.
2 plus (and) 2 is 4.
Write 4. (Demonstrate and check).
2 plus (and) 2 is 4.

Now, do the next problem. (Pause).
4 plus (and) 5 is 9. (Demonstrate).

Put your pencils down.

Items:

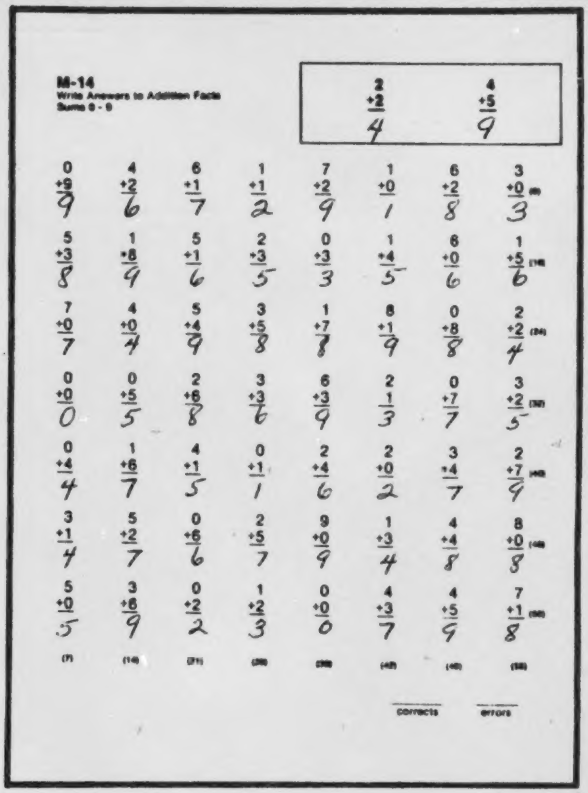
Everyone.....Listen Please. (Pause).
When I say begin, write the answer to each problem.

If you do not know an answer, slash the problem with a line.
If you make a mistake, do not erase.
Slash it out and write the correct answer.

Work as many problems as you can without skipping.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Write Answer to Addition Facts: Sums 0-9 Continued   M-14



M-14
Write Answers to Addition Facts
Sums 0 - 9

2 +2 4	4 +5 9

0 +9 9	4 +2 6	6 +1 7	1 +1 2	7 +2 9	1 +0 1	6 +2 8	3 +0 3	(8)
5 +3 8	1 +8 9	5 +1 6	2 +3 5	0 +3 3	1 +4 5	6 +0 6	1 +5 6	(16)
7 +0 7	4 +0 4	5 +4 9	3 +5 8	1 +7 8	8 +1 9	0 +8 8	2 +2 4	(24)
0 +0 0	0 +5 5	2 +6 8	3 +3 6	6 +3 9	2 1 3	0 +7 7	3 +2 5	(32)
0 +4 4	1 +6 7	4 +1 5	0 +1 1	2 +4 6	2 +0 2	3 +4 7	2 +7 9	(40)
3 +1 4	5 +2 7	0 +6 6	2 +5 7	9 +0 9	1 +3 4	4 +4 8	8 +0 8	(48)
5 +0 5	3 +6 9	0 +2 2	1 +2 3	0 +0 0	4 +3 7	4 +5 9	7 +1 8	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

corrects   errors

Correction Procedures:

Count each problem as correct or error.

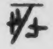
Do not count the problems after the last student response.

Count as Correct:

2
+2
4

Correct answer.

2
+2



Reversal/Rotation.

2
+2
~~5~~ 4

Student's self correction.

Count as Error:

2
+2
5

Incorrect answer.

~~2~~
~~+2~~

Problem slashed with line.

2
+2

Problem skipped.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

56 total items.

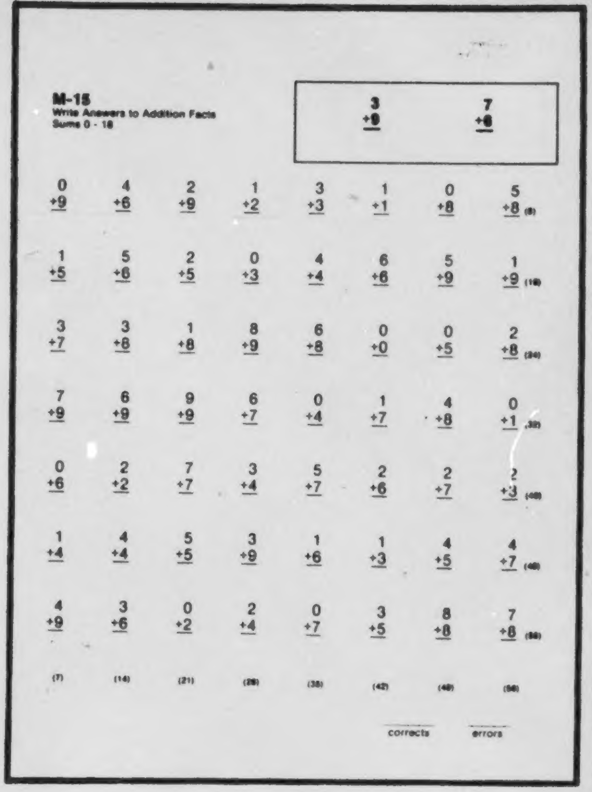
Skill: Write Answers to Addition Facts: Sums 0-18 M-15

Design: Group Administered
Timed: 1 Minute

Level Suggestion: Second Grade
Third Grade
Fourth Grade

Task: Given addition facts with sums 0-18, students write answers.

Criterion: 25 Corrects
1 Error



M-15
Write Answers to Addition Facts
Sums 0 - 18

3 +9	7 +6

0 +9	4 +6	2 +9	1 +2	3 +3	1 +1	0 +8	5 +8	(8)
1 +5	5 +6	2 +5	0 +3	4 +4	6 +6	5 +9	1 +9	(16)
3 +7	3 +6	1 +8	8 +9	6 +8	0 +0	0 +5	2 +8	(24)
7 +9	6 +9	9 +9	6 +7	0 +4	1 +7	4 +8	0 +1	(32)
0 +6	2 +2	7 +7	3 +4	5 +7	2 +6	2 +7	2 +3	(40)
1 +4	4 +4	5 +5	3 +9	1 +6	1 +3	4 +5	4 +7	(48)
4 +9	3 +6	0 +2	2 +4	0 +7	3 +5	8 +8	7 +8	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

corrects errors

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to write answers to addition facts.

Sample:

Look at the box at the top of the page. (Demonstrate).
The first problem is 3 plus (and) 9.
3 plus (and) 9 is 12.
Write 12. (Demonstrate, Check.).
3 plus (and) 9 is 12.

Now, do the next problem. (Pause).
7 plus (and) 6 is 13. (Demonstrate).

Put your pencils down.

Items:

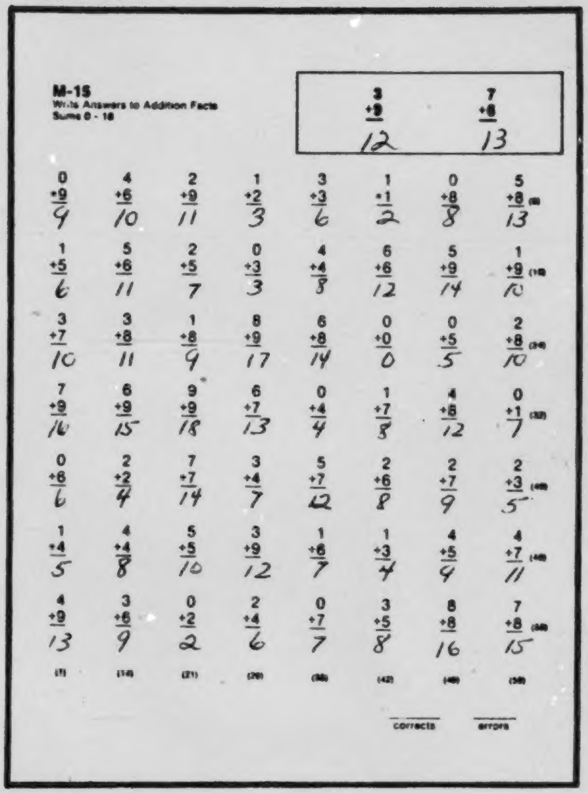
Everyone.....Listen Please (Pause).
When I say begin, write the answer to each problem.

If you do not know an answer, slash the problem with a line.
If you make a mistake, do not erase.
Slash it out and write the correct answer.

Work as many problems as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Write Answers to Addition Facts: Sums 0-18 Continued — M-15



M-15
Write Answers to Addition Facts
Sums 0 - 18

3 +9 12	7 +6 13

0 +9 9	4 +6 10	2 +9 11	1 +2 3	3 +3 6	1 +1 2	0 +8 8	5 +8 13	(8)
1 +5 6	5 +6 11	2 +5 7	0 +3 3	4 +4 8	6 +6 12	5 +9 14	1 +9 10	(16)
3 +7 10	3 +8 11	1 +8 9	8 +9 17	6 +8 14	0 +0 0	0 +5 5	2 +8 10	(24)
7 +9 16	6 +9 15	9 +9 18	6 +7 13	0 +4 4	1 +7 8	4 +8 12	0 +1 7	(32)
0 +6 6	2 +2 4	7 +7 14	3 +4 7	5 +7 12	2 +6 8	2 +7 9	2 +3 5	(40)
1 +4 5	4 +4 8	5 +5 10	3 +9 12	1 +6 7	1 +3 4	4 +5 9	4 +7 11	(48)
4 +9 13	3 +6 9	0 +2 2	2 +4 6	0 +7 7	3 +5 8	8 +8 16	7 +8 15	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

_____ corrects _____ errors

Correction Procedures:

Count each problem as correct or error.

Do not count problems following the last student response.

Count as Correct:

$\begin{array}{r} 3 \\ +\ 9 \\ \hline 12 \end{array}$ Correct answer written.

$\begin{array}{r} 3 \\ +\ 9 \\ \hline 1Ƨ/12 \end{array}$ Reversal/Rotation.

$\begin{array}{r} 3 \\ +\ 9 \\ \hline 12 \end{array}$ Student's self correction.

Count as Error:

$\begin{array}{r} 3 \\ +9 \\ \hline 8 \end{array}$ Incorrect answer.

$\begin{array}{r} 3 \\ +9 \\ \hline \end{array}$ Problem slashed with line.

$\begin{array}{r} 3 \\ +9 \\ \hline \end{array}$ Problem skipped.

$\begin{array}{r} 3 \\ +\ 9 \\ \hline 21 \end{array}$ Transposed numbers.

Scoring Procedures:

Count each problem as correct or error.
Record score at the bottom of the page.

56 total items.

Skill: Write Answers to Addition Problems M-16
Sums 0-99: No Carrying

Design: Group Administered
Timed: 1 Minute

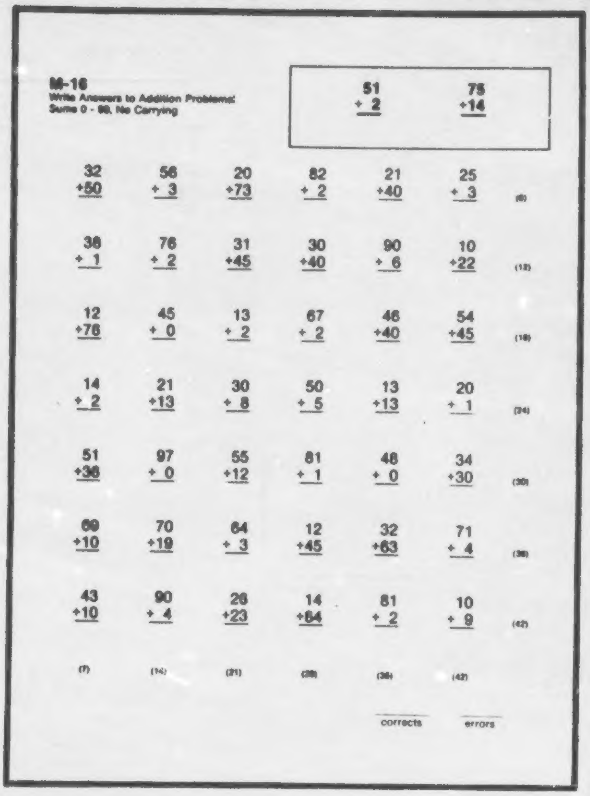
Level Suggestion: Third Grade
Fourth Grade

Task: Given addition problems without carrying, students write answers.

Criterion: 18 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to write answers to addition problems with no carrying.



M-16
Write Answers to Addition Problems:
Sums 0 - 99, No Carrying

51 + 2	75 +14

32 +50	56 + 3	20 +73	82 + 2	21 +40	25 + 3	(6)
38 + 1	76 + 2	31 +45	30 +40	90 + 6	10 +22	(12)
12 +76	45 + 0	13 + 2	67 + 2	46 +40	54 +45	(18)
14 + 2	21 +13	30 + 8	50 + 5	13 +13	20 + 1	(24)
51 +38	97 + 0	55 +12	81 + 1	48 + 0	34 +30	(30)
69 +10	70 +19	64 + 3	12 +45	32 +63	71 + 4	(36)
43 +10	90 + 4	26 +23	14 +84	81 + 2	10 + 9	(42)
(7)	(14)	(21)	(28)	(35)	(42)	

_____ corrects _____ errors

Sample:

Look at the box at the top of the page. (Demonstrate).
The first problem is 51 plus (and) 2.
You watch while I work the problem.
(Teacher demonstrates how to work the problem).
51 plus (and) 2 is 53.

Now, do the next problem. (Pause).
75 plus (and) 14 is 89. (Demonstrate).

Put your pencils down.

Items:

Everyone.....Listen Please. (Pause).
When I say begin, write the answer to each problem.

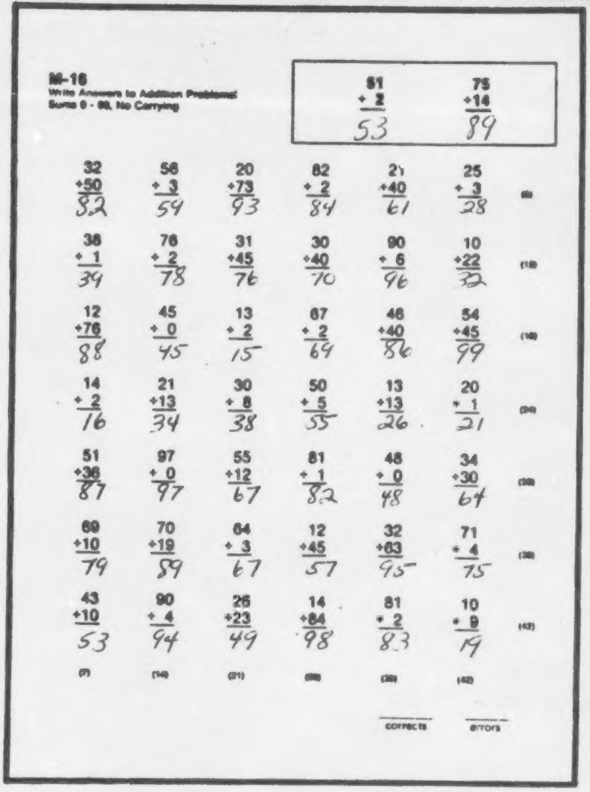
If you do not know an answer, slash the problem with a line.
If you make a mistake do not erase.
Slash it out and write the correct answer.

Work as many problems as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Write Answers to Addition Problems, Sums 0-99: No Carrying Continued

M-16



M-16
Write Answers to Addition Problems:
Sums 0 - 99, No Carrying

51 + 2 53	75 +14 89

32 +50 82	56 + 3 59	20 +73 93	82 + 2 84	21 +40 61	25 + 3 28	(6)
38 + 1 39	76 + 2 78	31 +45 76	30 +40 70	90 + 6 96	10 +22 32	(12)
12 +76 88	45 + 0 45	13 + 2 15	67 + 2 69	46 +40 86	54 +45 99	(18)
14 + 2 16	21 +13 34	30 + 8 38	50 + 5 55	13 +13 26	20 + 1 21	(24)
51 +36 87	97 + 0 97	55 +12 67	81 + 1 82	48 + 0 48	34 +30 64	(30)
69 +10 79	70 +19 89	64 + 3 67	12 +45 57	32 +63 95	71 + 4 75	(36)
43 +10 53	90 + 4 94	26 +23 49	14 +84 98	81 + 2 83	10 + 9 19	(42)
(7)	(14)	(21)	(28)	(35)	(42)	

_____ corrects _____ errors

Correction Procedures:

Count each answer as correct or error.

Do not count problems following the last student response.

Count as Correct:

51
+ 2
53
Correct answer.

51
+ 2
5Ɛ/ɯ
Reversal/Rotation.

51
+ 2
~~6~~ 53
Student's self correction.

Count as Error

51
+ 2
64
Incorrect answer.

51
+ 2
59
One or two incorrect digits.

51
+ 2
3
Incomplete answer.

51
+ 2
Problem skipped.

51
+ 2
Problem slashed with line.

51
+ 2
35
Transposed numbers.

Scoring Procedures:

Count the total number of corrects and errors.
Record score at the bottom of the page.

42 total items.

Skill: Write Answers to Addition Problems: Carrying M-17

Design: Group Administered
Timed: 1 Minute

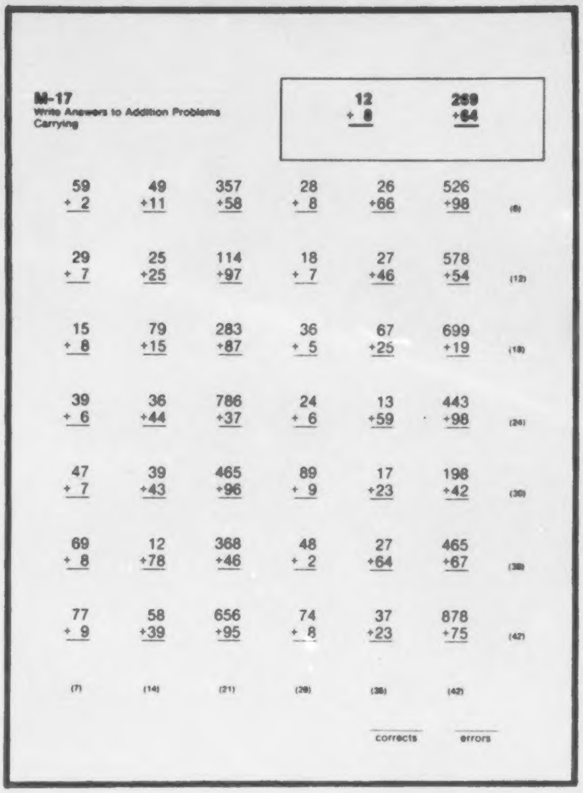
Level Suggestion: Fourth Grade
Fifth Grade

Task: Given addition problems with carrying, students write answers.

Criterion: 10 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to write answers to addition problems with carrying.



M-17
Write Answers to Addition Problems
Carrying

12
+ 8   269
+64

59 + 2	49 +11	357 +58	28 + 8	26 +66	526 +98	(6)
29 + 7	25 +25	114 +97	18 + 7	27 +46	578 +54	(12)
15 + 8	79 +15	283 +87	36 + 5	67 +25	699 +19	(18)
39 + 6	36 +44	786 +37	24 + 6	13 +59	443 +98	(24)
47 + 7	39 +43	465 +96	89 + 9	17 +23	198 +42	(30)
69 + 8	12 +78	368 +46	48 + 2	27 +64	465 +67	(36)
77 + 9	58 +39	656 +95	74 + 8	37 +23	878 +75	(42)
(7)	(14)	(21)	(28)	(35)	(42)	

corrects   errors

Sample:

Look at the box at the top of the page. (Demonstrate).
The first problem is 12 plus (and) 8.
You watch while I work the problem.
(Teacher demonstrates how to work the problem).
12 plus (and) 8 is 20.

Now, do the next problem. (Pause).
269 plus (and) 64 is 333. (Demonstrate).

Put your pencils down.

Items:

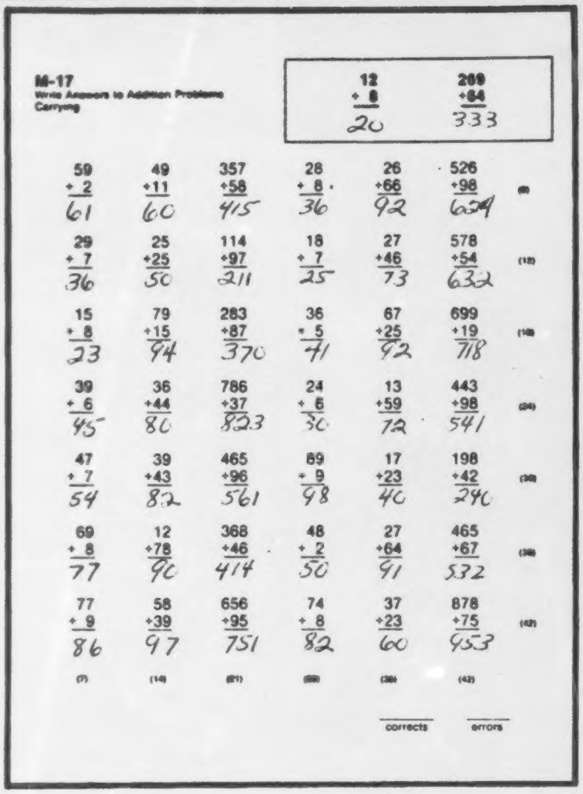
Everyone.....Listen Please. (Pause).
When I say begin, write the answers to each problem.

If you do not know an answer, slash the problem with a line.
If you make a mistake do not erase.
Slash it out and write the correct answer.

Work as many problems as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Write Answers to Addition Problems: Carrying Continued   M-17



M-17
Write Answers to Addition Problems
Carrying

12 + 8 20	269 +64 333

59 + 2 61	49 +11 60	357 +58 415	28 + 8 36	26 +66 92	526 +98 624	(6)
29 + 7 36	25 +25 50	114 +97 211	18 + 7 25	27 +46 73	578 +54 632	(12)
15 + 8 23	79 +15 94	283 +87 370	36 + 5 41	67 +25 92	699 +19 718	(18)
39 + 6 45	36 +44 80	786 +37 823	24 + 6 30	13 +59 72	443 +98 541	(24)
47 + 7 54	39 +43 82	465 +96 561	89 + 9 98	17 +23 40	198 +42 240	(30)
69 + 8 77	12 +78 90	368 +46 414	48 + 2 50	27 +64 91	465 +67 532	(36)
77 + 9 86	58 +39 97	656 +95 751	74 + 8 82	37 +23 60	878 +75 953	(42)
(7)	(14)	(21)	(28)	(35)	(42)	

corrects   errors

Correction Procedures:

Count each answer as correct or error.

Do not count problems following the last student response.

Count as Correct:

12 + 8 20	Correct answer.
12 + 8 20/2	Reversal/Rotation.
12 + 8 ~~2~~ 20	Student's self correction.

Count as Error:

12 + 8 31	Incorrect answer.
12 + 8 21	One or more digits incorrect.
12 + 8 0	Incomplete answer.
12 + 8	Problem skipped.
~~12~~ ~~+ 8~~	Problem slashed with line.
12 + 8 02	Transposed numbers.

Scoring Procedures:

Count the total number of corrects and errors.
Record score at the bottom of the page.

42 total items.

Skill: **Write Answers to Addition Problems: Mixed** **M-18**

Design: Group Administered
Timed: 1 Minute

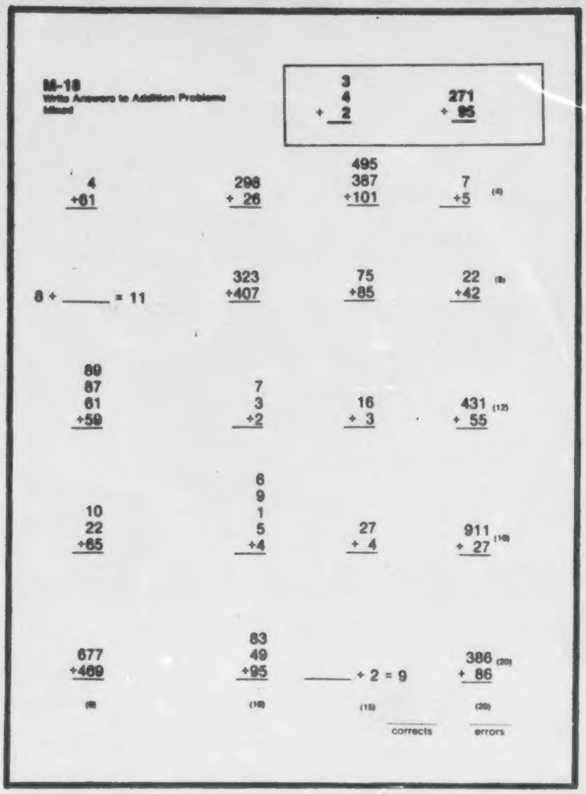
Level Suggestion: Fourth Grade
Fifth Grade

Task: Given mixed addition problems, students write answers.

Criterion: 7 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to write answers to mixed addition problems.



M-18
Write Answers to Addition Problems
Mixed

3 4 + 2	271 + 95			
4 +61	298 + 26	495 387 +101	7 +5	(4)
8 + _____ = 11	323 +407	75 +85	22 +42	(8)
89 87 61 +59	7 3 +2	16 + 3	431 + 55	(12)
10 22 +65	6 9 1 5 +4	27 + 4	911 + 27	(16)
677 +469	83 49 +95	_____ + 2 = 9	386 + 86	(20)
(5)	(10)	(15)	(20)	

_____ corrects _____ errors

Sample:

Look at the box at the top of the page. (Demonstrate).
The first problem is 3 plus (and) 4 plus (and) 2.
You watch while I work the problem.
(Teacher demonstrates how to work the problem).
3 plus (and) 4 plus (and) 2 is 9.

Now, do the next problem. (Pause).
271 plus (and) 95 is 366. (Demonstrate).

Put your pencils down.

Items:

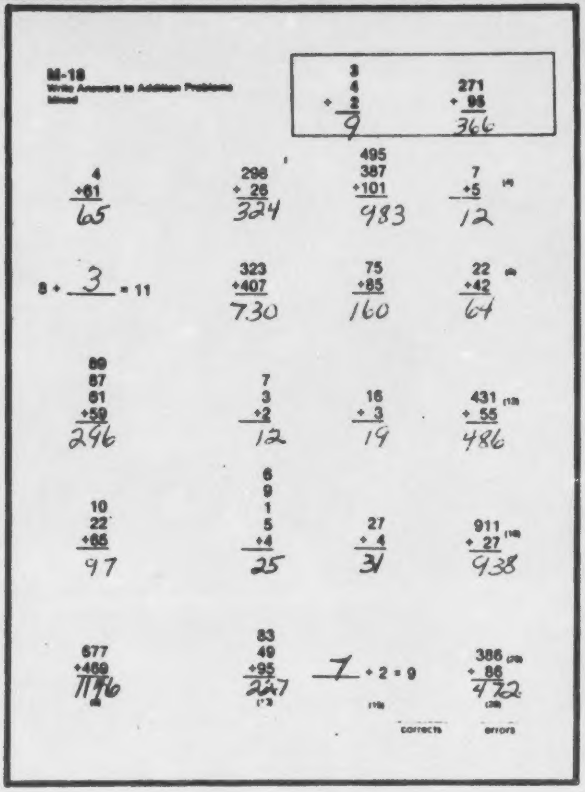
Everyone.....Listen Please.(Pause).
When I say begin, write the answers to each problem.

If you do not know an answer, slash the problem with a line.
If you make a mistake do not erase.
Slash it out and write the correct answer.

Work as many problems as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Write Answers to Addition Problems: Mixed Continued M-18



M-18

	3 4 + 2 9		271 + 95 366
4 +61 65	298 + 26 324	495 387 +101 983	7 +5 12
8 + 3 = 11	323 +407 730	75 +85 160	22 +42 64
89 87 61 +59 296	7 3 +2 12	16 + 3 19	431 + 55 486
10 22 +65 97	6 9 1 5 +4 25	27 + 4 31	911 + 27 938
677 +469 1146	83 49 +95 227	7 + 2 = 9	386 + 86 472

corrects errors

Correction Procedures:

Count each answer as correct or error.

Do not count problems following the last student response.

Count as Correct:

271 + 95 366	Correct answer.
271 + 95 Ɛ66	Reversal/Rotation.
271 + 95 366	Student's self correction.

Count as Error:

271 + 95 458	Incorrect answer.
271 + 95 377	One or more digits incorrect.
271 + 95 66	Incomplete answer.
271 + 95	Problem skipped.
271 + 95	Problem slashed with line.
271 + 95 636	Transposed numbers.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

42 total items.

Skill: Write Answers to Subtraction Facts: Factors 0-9 **M-19**

Design: Group Administered
Timed: 1 Minute

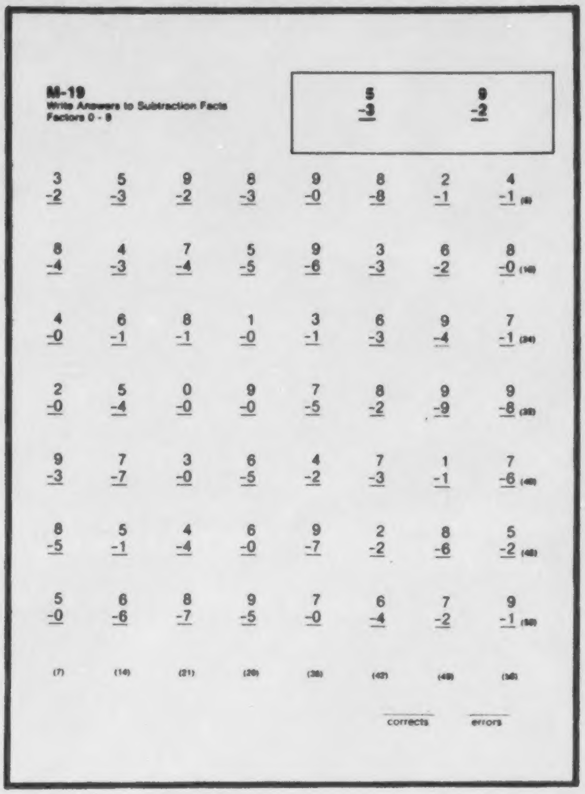
Level Suggestion: Second Grade
Third Grade

Task: Given subtraction facts with factors 0-9, students write answers.

Criterion: 16 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to write answers to subtraction facts.



M-19
Write Answers to Subtraction Facts
Factors 0 - 9

				5 -3		9 -2		
3 -2	5 -3	9 -2	8 -3	9 -0	8 -8	2 -1	4 -1	(8)
8 -4	4 -3	7 -4	5 -5	9 -6	3 -3	6 -2	8 -0	(16)
4 -0	6 -1	8 -1	1 -0	3 -1	6 -3	9 -4	7 -1	(24)
2 -0	5 -4	0 -0	9 -0	7 -5	8 -2	9 -9	9 -8	(32)
9 -3	7 -7	3 -0	6 -5	4 -2	7 -3	1 -1	7 -6	(40)
8 -5	5 -1	4 -4	6 -0	9 -7	2 -2	8 -6	5 -2	(48)
5 -0	6 -6	8 -7	9 -5	7 -0	6 -4	7 -2	9 -1	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

_____ corrects _____ errors

Sample:

Look at the box at the top of the page. (Demonstrate).
The first problem is 5 minus (take away) 3.
5 minus (take away) 3 is 2.
Write 2 like this.
(Demonstrate, Pause, Check.).
5 minus (take away) 3 is 2.

Now, do the next problem. (Pause).
9 minus (take away) 2 is 7. (Demonstrate).

Put your pencils down.

Items:

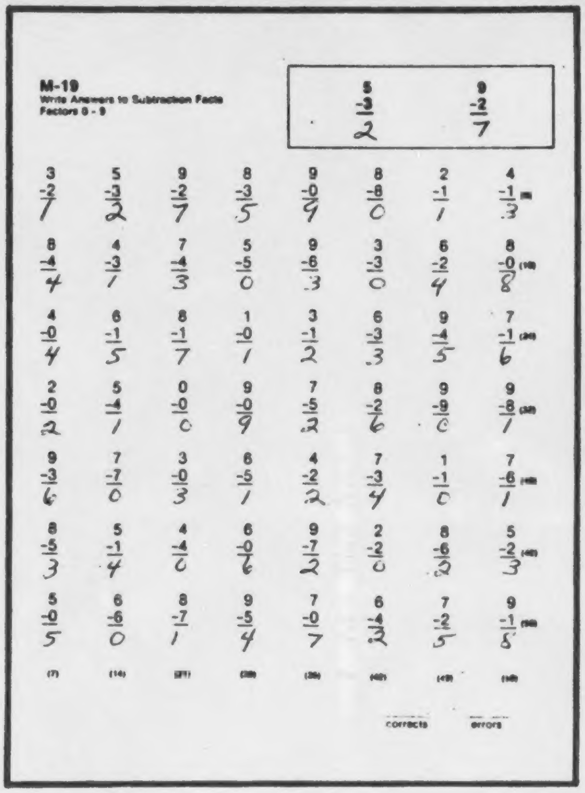
Everyone.....Listen Please (Pause).
When I say begin, write the answers to each problem.

If you do not know an answer, slash the problem with a line.
If you make a mistake do not erase.
Slash it out and write the correct answer.

Work as many problems as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Write Answers to Subtraction Facts: Factors 0-9 Continued — M-19



M-19
Write Answers to Subtraction Facts
Factors 0 - 9

5 -3 2	9 -2 7

3 -2 7	5 -3 2	9 -2 7	8 -3 5	9 -0 9	8 -8 0	2 -1 1	4 -1 3	(8)
8 -4 4	4 -3 1	7 -4 3	5 -5 0	9 -6 3	3 -3 0	6 -2 4	8 -0 8	(16)
4 -0 4	6 -1 5	8 -1 7	1 -0 1	3 -1 2	6 -3 3	9 -4 5	7 -1 6	(24)
2 -0 2	5 -4 1	0 -0 0	9 -0 9	7 -5 2	8 -2 6	9 -9 0	9 -8 1	(32)
9 -3 6	7 -7 0	3 -0 3	6 -5 1	4 -2 2	7 -3 4	1 -1 0	7 -6 1	(40)
8 -5 3	5 -1 4	4 -4 0	6 -0 6	9 -7 2	2 -2 0	8 -6 2	5 -2 3	(48)
5 -0 5	6 -6 0	8 -7 1	9 -5 4	7 -0 7	6 -4 2	7 -2 5	9 -1 8	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

corrects ______ errors ______

Correction Procedures:

Count each problem as correct or error.

Do not count the problems after the last student response.

Count as Correct:

5
-3
2 — Correct answer.

5
-3
Ƨ/ᴎ — Reversal/Rotation.

5
-3
~~3~~ 2 — Student's self correction.

Count as Error:

5
-3
4 — Incorrect answer.

~~5~~
~~-3~~ — Problem slashed with line.

5
-3 — Problem skipped.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

56 total items.

Skill: Write Answers to Subtraction Facts: Factors 0-18 M-20

Design: Group Administered
Timed: 1 Minute

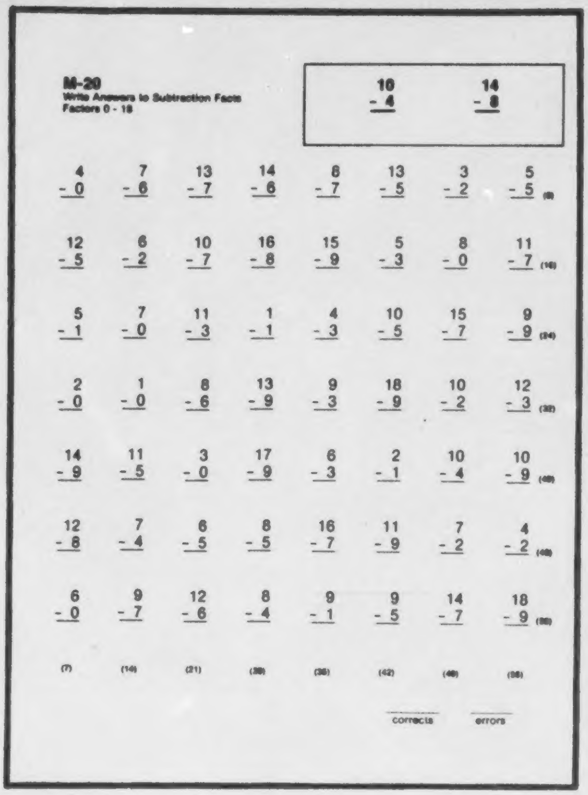
Level Suggestion: Second Grade
Third Grade
Fourth Grade

Task: Given subtraction facts with factors 0-18, students write answers.

Criterion: 25 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to write answers to subtraction facts.



M-20
Write Answers to Subtraction Facts
Factors 0 - 18

						10 - 4	14 - 8	
4 - 0	7 - 6	13 - 7	14 - 6	8 - 7	13 - 5	3 - 2	5 - 5	(8)
12 - 5	6 - 2	10 - 7	16 - 8	15 - 9	5 - 3	8 - 0	11 - 7	(16)
5 - 1	7 - 0	11 - 3	1 - 1	4 - 3	10 - 5	15 - 7	9 - 9	(24)
2 - 0	1 - 0	8 - 6	13 - 9	9 - 3	18 - 9	10 - 2	12 - 3	(32)
14 - 9	11 - 5	3 - 0	17 - 9	6 - 3	2 - 1	10 - 4	10 - 9	(40)
12 - 8	7 - 4	6 - 5	8 - 5	16 - 7	11 - 9	7 - 2	4 - 2	(48)
6 - 0	9 - 7	12 - 6	8 - 4	9 - 1	9 - 5	14 - 7	18 - 9	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

_____ corrects _____ errors

Sample:

Look at the box at the top of the page. (Demonstrate).
The first problem is 10 minus (take away) 4.
10 minus (take away) 4 is 6.
Write 6 like this.
(Demonstrate, Pause, Check.).
10 minus (take away) 4 is 6.

Now, do the next problem. (Pause).
14 minus (take away) 8 is 6. (Demonstrate).

Put your pencils down.

Items:

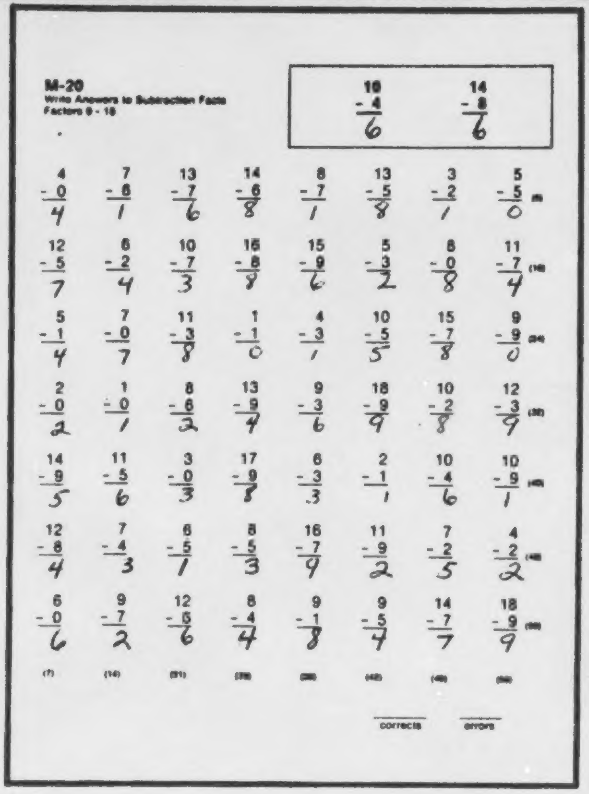
Everyone.....Listen Please. (Pause).
When I say begin, write the answers to each problem.

If you do not know an answer, slash the problem with a line.
If you make a mistake do not erase.
Slash it out and write the correct answer.

Work as many problems as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Write Answers to Subtraction Facts: Factors 0-18 Continued M-20



M-20
Write Answers to Subtraction Facts
Factors 0 - 18

10 - 4 6	14 - 8 6

4 - 0 4	7 - 6 1	13 - 7 6	14 - 6 8	8 - 7 1	13 - 5 8	3 - 2 1	5 - 5 0	(8)
12 - 5 7	6 - 2 4	10 - 7 3	16 - 8 8	15 - 9 6	5 - 3 2	8 - 0 8	11 - 7 4	(16)
5 - 1 4	7 - 0 7	11 - 3 8	1 - 1 0	4 - 3 1	10 - 5 5	15 - 7 8	9 - 9 0	(24)
2 - 0 2	1 - 0 1	8 - 6 2	13 - 9 4	9 - 3 6	18 - 9 9	10 - 2 8	12 - 3 9	(32)
14 - 9 5	11 - 5 6	3 - 0 3	17 - 9 8	6 - 3 3	2 - 1 1	10 - 4 6	10 - 9 1	(40)
12 - 8 4	7 - 4 3	6 - 5 1	8 - 5 3	16 - 7 9	11 - 9 2	7 - 2 5	4 - 2 2	(48)
6 - 0 6	9 - 7 2	12 - 6 6	8 - 4 4	9 - 1 8	9 - 5 4	14 - 7 7	18 - 9 9	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

_____ corrects _____ errors

Correction Procedures:

Count each problem as correct or error.

Do not count problems following the last student response.

Count as Correct:

10
- 4
6

Correct answer written.

10
- 4
∂/ɘ

Reversal/Rotation.

10
- 4
~~5~~ 6

Student's self correction.

Count as Error:

10
- 4
5

Incorrect answer.

10
- 4

Problem slashed with line.

10
- 4

Problem skipped.

Scoring Procedures:

Count each problem as correct or error.
Record score at the bottom of the page.

56 total items.

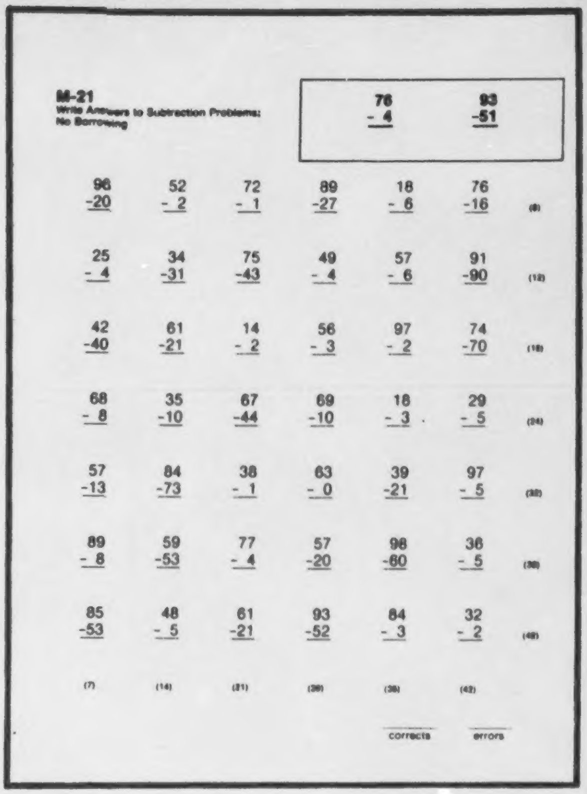
Skill: Write Answers to Subtraction Problems: No Borrowing **M-21**

Design: Group Administered
Timed: 1 Minute

Level Suggestion: Third Grade
Fourth Grade

Task: Given subtraction problems without borrowing, students write answers.

Criterion: 18 Corrects
1 Error



M-21
Write Answers to Subtraction Problems:
No Borrowing

			76 - 4		93 -51	
96 -20	52 - 2	72 - 1	89 -27	18 - 6	76 -16	(6)
25 - 4	34 -31	75 -43	49 - 4	57 - 6	91 -90	(12)
42 -40	61 -21	14 - 2	56 - 3	97 - 2	74 -70	(18)
68 - 8	35 -10	67 -44	69 -10	18 - 3	29 - 5	(24)
57 -13	84 -73	38 - 1	63 - 0	39 -21	97 - 5	(30)
89 - 8	59 -53	77 - 4	57 -20	98 -60	36 - 5	(36)
85 -53	48 - 5	61 -21	93 -52	84 - 3	32 - 2	(42)
(7)	(14)	(21)	(28)	(35)	(42)	

corrects errors

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to write answers to subtraction problems with no borrowing.

Sample:

Look at the box at the top of the page. (Demonstrate).
The first problem is 76 minus (take away) 4.
You watch while I work the problem.
(Teacher demonstrates how to work the problem).
76 minus (take away) 4 is 72.

Now do the next problem. (Pause).
93 minus (take away) 51 is 42. (Demonstrate).

Put your pencils down.

Items:

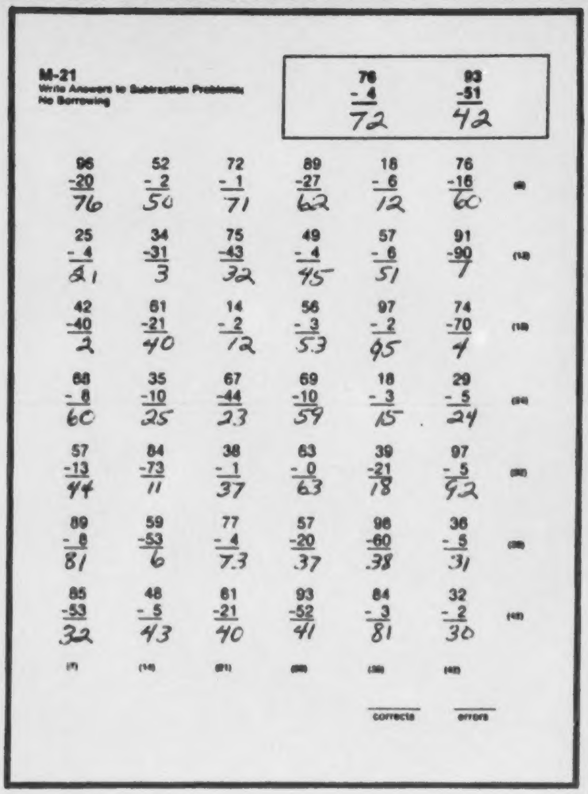
Everyone.....Listen Please (Pause).
When I say begin, write the answers to each problem.

If you do not know an answer, slash the problem with a line.
If you make a mistake do not erase.
Slash it out and write the correct answer.

Work as many problems as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Write Answers to Subtraction Problems: No Borrowing Continued M-21



M-21
Write Answers to Subtraction Problems: No Borrowing

76 - 4 72	93 -51 42

96 -20 76	52 - 2 50	72 - 1 71	89 -27 62	18 - 6 12	76 -16 60	(6)
25 - 4 21	34 -31 3	75 -43 32	49 - 4 45	57 - 6 51	91 -90 1	(12)
42 -40 2	61 -21 40	14 - 2 12	56 - 3 53	97 - 2 95	74 -70 4	(18)
68 - 8 60	35 -10 25	67 -44 23	69 -10 59	18 - 3 15	29 - 5 24	(24)
57 -13 44	84 -73 11	38 - 1 37	63 - 0 63	39 -21 18	97 - 5 92	(30)
89 - 8 81	59 -53 6	77 - 4 73	57 -20 37	98 -60 38	36 - 5 31	(36)
85 -53 32	48 - 5 43	61 -21 40	93 -52 41	84 - 3 81	32 - 2 30	(42)
(7)	(14)	(21)	(28)	(35)	(42)	

____ corrects ____ errors

Correction Procedures:

Count each answer as correct or error.

Do not count problems following the last student response.

Count as Correct:

76
- 4
72

Correct answer.

76
- 4
75/75

Reversal/Rotation.

76
- 4
72

Student's self correction.

Count as Error:

76
- 4
95

Incorrect answer.

76
- 4
75

One or more digits incorrect.

76
- 4
2

Incomplete answer.

76
- 4

Problem skipped.

76
- 4

Problem slashed with line.

76
- 4
27

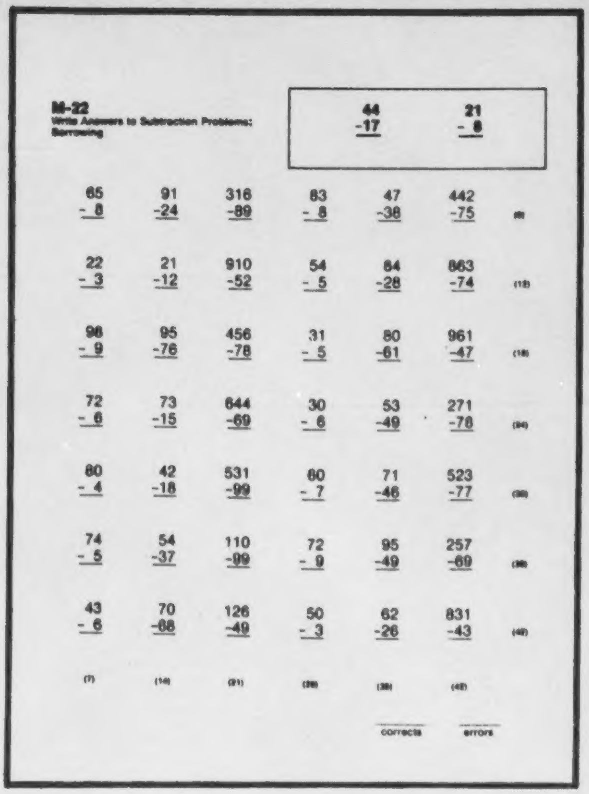
Transposed numbers.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

42 total items.

Skill:	Write Answers to Subtraction Problems: Borrowing	M-22
Design:	Group Administered Timed: 1 Minute	
Level Suggestion:	Fourth Grade Fifth Grade	
Task:	Given subtraction problems with borrowing, students write answers.	
Criterion:	6 Corrects 1 Error	
Teacher's Instructions:	(Make sure everyone is on the correct page.)	



M-22
Write Answers to Subtraction Problems:
Borrowing

44 -17	21 - 8

65 - 8	91 -24	316 -89	83 - 8	47 -38	442 -75	(6)
22 - 3	21 -12	910 -52	54 - 5	84 -28	863 -74	(12)
98 - 9	95 -76	456 -78	31 - 5	80 -61	961 -47	(18)
72 - 6	73 -15	644 -69	30 - 6	53 -49	271 -78	(24)
80 - 4	42 -18	531 -99	60 - 7	71 -46	523 -77	(30)
74 - 5	54 -37	110 -99	72 - 9	95 -49	257 -69	(36)
43 - 6	70 -68	126 -49	50 - 3	62 -26	831 -43	(42)
(7)	(14)	(21)	(28)	(35)	(42)	

corrects
errors

On this page you are going to write answers to subtraction problems with borrowing.

Sample:

Look at the box at the top of the page. (Demonstrate).
The first problem is 44 minus (take away) 17.
You watch while I work the problem.
(Teacher demonstrates how to work the problem).
44 minus (take away) 17 is 27.

Now, do the next problem. (Pause).
21 minus (take away) 8 is 13. (Demonstrate).

Put your pencils down.

Items:

Everyone.....Listen Please. (Pause).
When I say begin, write the answers to each problem.

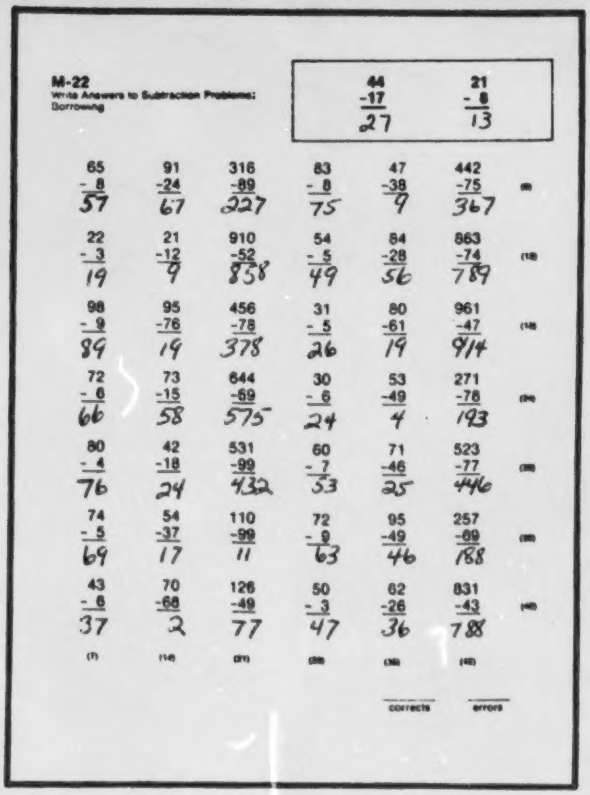
If you do not know an answer, slash the problem with a line.
If you make a mistake do not erase.
Slash it out and write the correct answer.

Work as many problems as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Write Answers to Subtraction Problems: Borrowing Continued

M-22



M-22
Write Answers to Subtraction Problems:
Borrowing

			44 -17 27		21 - 8 13	
65 - 8 57	91 -24 67	316 -89 227	83 - 8 75	47 -38 9	442 -75 367	(6)
22 - 3 19	21 -12 9	910 -52 858	54 - 5 49	84 -28 56	863 -74 789	(12)
98 - 9 89	95 -76 19	456 -78 378	31 - 5 26	80 -61 19	961 -47 914	(18)
72 - 6 66	73 -15 58	644 -69 575	30 - 6 24	53 -49 4	271 -78 193	(24)
80 - 4 76	42 -18 24	531 -99 432	60 - 7 53	71 -46 25	523 -77 446	(30)
74 - 5 69	54 -37 17	110 -99 11	72 - 9 63	95 -49 46	257 -69 188	(36)
43 - 6 37	70 -68 2	126 -49 77	50 - 3 47	62 -26 36	831 -43 788	(42)
(7)	(14)	(21)	(28)	(35)	(42)	

_____ corrects _____ errors

Correction Procedures:

Count each answer as correct or error.

Do not count problems following the last student response.

Count as Correct:

44 -17 27	Correct answer.
44 -17 2ᒣ/27	Reversal/Rotation.
44 -17 ~~5~~ 27	Student's self correction.

Count as Error:

44 -17 33	Incorrect answer.
44 -17 47	One or two digits incorrect.
44 -17 7	Incomplete answer.
44 -17	Problem skipped.
~~44~~ ~~-17~~	Problem slashed with line.
44 -17 72	Transposed numbers.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

42 total items.

Skill: Write Answers to Subtraction Problems: Mixed M-23

Design: Group Administered
Timed: 1 Minute

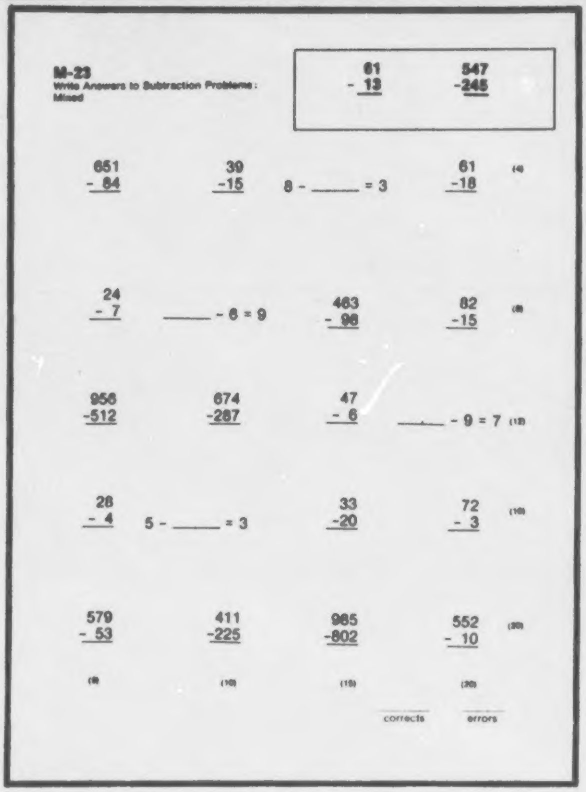
Level Suggestion: Fourth Grade
Fifth Grade

Task: Given mixed subtraction problems, students write answers.

Criterion: 9 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page).

On this page you are going to write answers to mixed addition problems.



M-23
Write Answers to Subtraction Problems: Mixed

61 - 13	547 -245

651 - 84	39 -15	8 - ____ = 3	61 -18	(4)
24 - 7	____ - 6 = 9	463 - 98	82 -15	(8)
956 -512	674 -287	47 - 6	____ - 9 = 7	(12)
28 - 4	5 - ____ = 3	33 -20	72 - 3	(16)
579 - 53	411 -225	965 -802	552 - 10	(20)
(5)	(10)	(15)	(20)	

____ corrects ____ errors

Sample:

Look at the box at the top of the page (Demonstrate).
The first problem is 61 minus (take away) 13.
You watch while I work the problem.
(Teacher demonstrates how to work the problem).
61 minus (take away) 13 is 48.

Now, do the next problem. (Pause).
547 minus (take away) 245 is 302. (Demonstrate).

Put your pencils down.

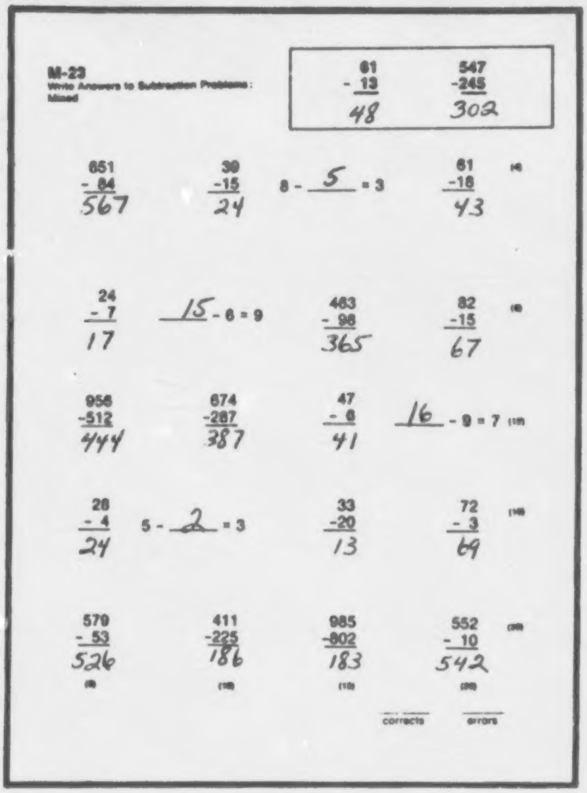
Items:

Everyone.....Listen Please. (Pause).
When I say begin, write the answers to each problem.

If you do not know an answer, slash the problem with a line.
If you make a mistake do not erase.
Slash it out and write the correct answer.

Work as many problems as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).



M-23 Write Answers to Subtraction Problems: Mixed		61 - 13 48	547 -245 302
651 - 84 567	39 -15 24	8 - 5 = 3	61 -18 43 (4)
24 - 7 17	15 - 6 = 9	463 - 98 365	82 -15 67 (8)
956 -512 444	674 -287 387	47 - 6 41	16 - 9 = 7 (12)
28 - 4 24	5 - 2 = 3	33 -20 13	72 - 3 69 (16)
579 - 53 526 (5)	411 -225 186 (10)	985 -802 183 (15)	552 - 10 542 (20)
		___ corrects	___ errors

Write Answers to Subtraction Problems: Mixed Continued

M-23

Correction Procedures:

Count each answer as correct or error.

Do not count problems following the last student response.

Count as Correct:

61 -13 48	Correct answer.
61 -13 48/48	Reversal/Rotation.
61 -13 ~~5~~ 48	Student's self correction.

Count as Error:

61 -13 52	Incorrect answer.
61 -13 42	One or more digits incorrect.
61 -13 8	Incomplete answer.
61 -13	Problem skipped.
~~61~~ ~~-13~~	Problem slashed with line.
61 -13 84	Transposed numbers.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

20 total items.

Skill: Write Answers to Multiplication Facts: Factors 0-9 **M-24**

Design: Group Administered
Timed: 1 Minute

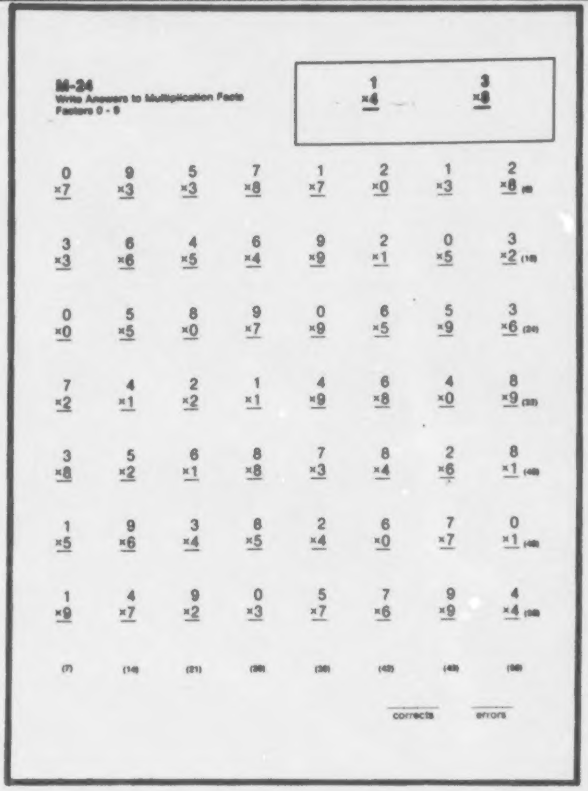
Level Suggestion: Fourth Grade
Fifth Grade
Sixth Grade

Task: Given multiplication facts, students write answers.

Criterion: 25 Correct
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to write answers to multiplication facts.



M-24
Write Answers to Multiplication Facts
Factors 0 - 9

1 ×4	3 ×8

0 ×7	9 ×3	5 ×3	7 ×8	1 ×7	2 ×0	1 ×3	2 ×8 (8)
3 ×3	6 ×6	4 ×5	6 ×4	9 ×9	2 ×1	0 ×5	3 ×2 (16)
0 ×0	5 ×5	8 ×0	9 ×7	0 ×9	6 ×5	5 ×9	3 ×6 (24)
7 ×2	4 ×1	2 ×2	1 ×1	4 ×9	6 ×8	4 ×0	8 ×9 (32)
3 ×8	5 ×2	6 ×1	8 ×8	7 ×3	8 ×4	2 ×6	8 ×1 (40)
1 ×5	9 ×6	3 ×4	8 ×5	2 ×4	6 ×0	7 ×7	0 ×1 (48)
1 ×9	4 ×7	9 ×2	0 ×3	5 ×7	7 ×6	9 ×9	4 ×4 (56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)

corrects errors

Sample:

Look at the box at the top of the page. (Demonstrate).
The first problem is 1 times 4.
1 times 4 is 4.
Write 4 like this.
(Demonstrate, Pause, Check).
1 times 4 is 4.

Now do the next problem. (Pause).
3 times 8 is 24. (Demonstrate).

Put your pencils down.

Items:

Everyone.....Listen, Please. (Pause).
When I say begin, write the answers to each problem.

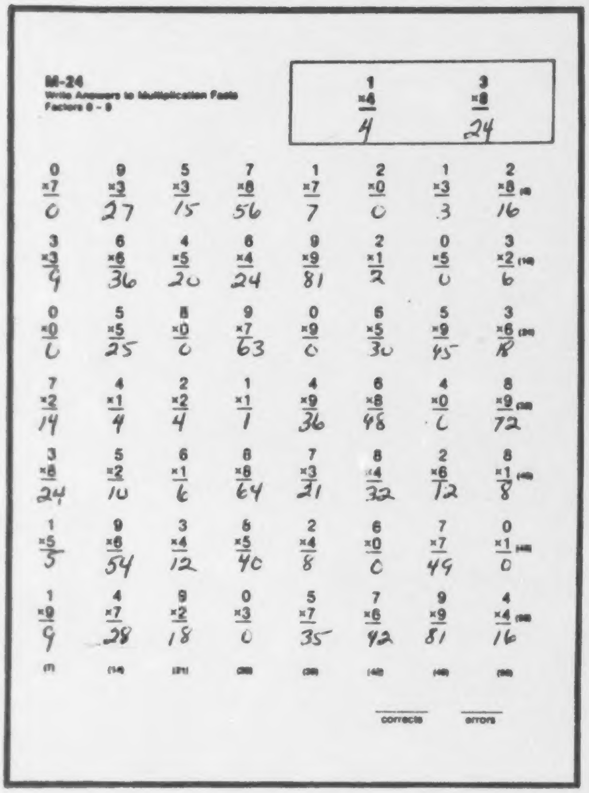
If you do not know an answer, slash the problem with a line.
If you make a mistake do not erase.
Slash it out and write the correct answer.

Work as many problems as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Write Answers to Multiplication Facts: Factors 0-9 Continued

M-24



M-24
Write Answers to Multiplication Facts
Factors 0 - 9

1 ×4 4	3 ×8 24

0 ×7 0	9 ×3 27	5 ×3 15	7 ×8 56	1 ×7 7	2 ×0 0	1 ×3 3	2 ×8 16	(8)
3 ×3 9	6 ×6 36	4 ×5 20	6 ×4 24	9 ×9 81	2 ×1 2	0 ×5 0	3 ×2 6	(16)
0 ×0 0	5 ×5 25	8 ×0 0	9 ×7 63	0 ×9 0	6 ×5 30	5 ×9 45	3 ×6 18	(24)
7 ×2 14	4 ×1 4	2 ×2 4	1 ×1 1	4 ×9 36	6 ×8 48	4 ×0 0	8 ×9 72	(32)
3 ×8 24	5 ×2 10	6 ×1 6	8 ×8 64	7 ×3 21	8 ×4 32	2 ×6 12	8 ×1 8	(40)
1 ×5 5	9 ×6 54	3 ×4 12	8 ×5 40	2 ×4 8	6 ×0 0	7 ×7 49	0 ×1 0	(48)
1 ×9 9	4 ×7 28	9 ×2 18	0 ×3 0	5 ×7 35	7 ×6 42	9 ×9 81	4 ×4 16	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

corrects　errors

Correction Procedures: Count each problem as correct or error.

Do not count problems following the last student response.

Count as Correct:

3
x 8
24
Correct answer written.

3
x 8
24/24
Reversal/Rotation.

3
x 8
~~3~~ 24
Student's self correction.

Count as Error:

3
x 8
16
Incorrect answer.

3
x 8
Problem slashed with line.

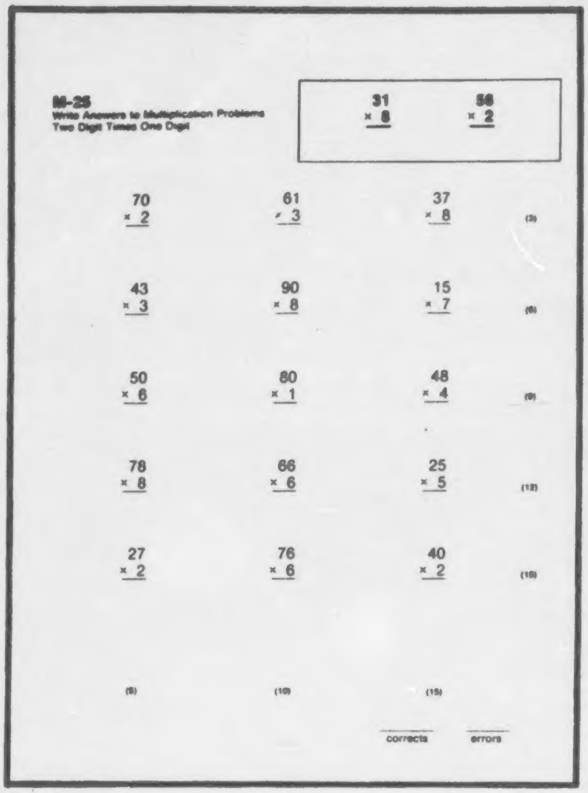
3
x 8
Problem skipped.

3
x 8
42
Transposed numbers.

Scoring Procedures: Count each problem as correct or error. Record score at the bottom of the page.

56 total items.

Skill: Write Answers to Multiplication Problems: Two Digit Times One Digit M-25



M-25
Write Answers to Multiplication Problems
Two Digit Times One Digit

31 × 8   56 × 2

70 × 2	61 × 3	37 × 8	(3)
43 × 3	90 × 8	15 × 7	(6)
50 × 6	80 × 1	48 × 4	(9)
78 × 8	66 × 6	25 × 5	(12)
27 × 2	76 × 6	40 × 2	(15)
(5)	(10)	(15)	

_____ corrects _____ errors

Design: Group Administered
Timed: 1 Minute

Level Suggestion: Fourth Grade
Fifth Grade
Sixth Grade

Task: Given multiplication problems, students write answers.

Criterion: 10 Correct
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page).

On this page you are going to write answers to multiplication problems.

Sample:

Look at the box at the top of the page. (Demonstrate).
The first problem is 31 times 8.
You watch while I work the problem
(Teacher demonstrates how to work the problem).
31 times 8 is 248.

Now do the next problem. (Pause).
56 times 2 is 112. (Demonstrate).

Put your pencils down.

Items:

Everyone.....Listen Please. (Pause).
When I say begin, write the answers to each problem.

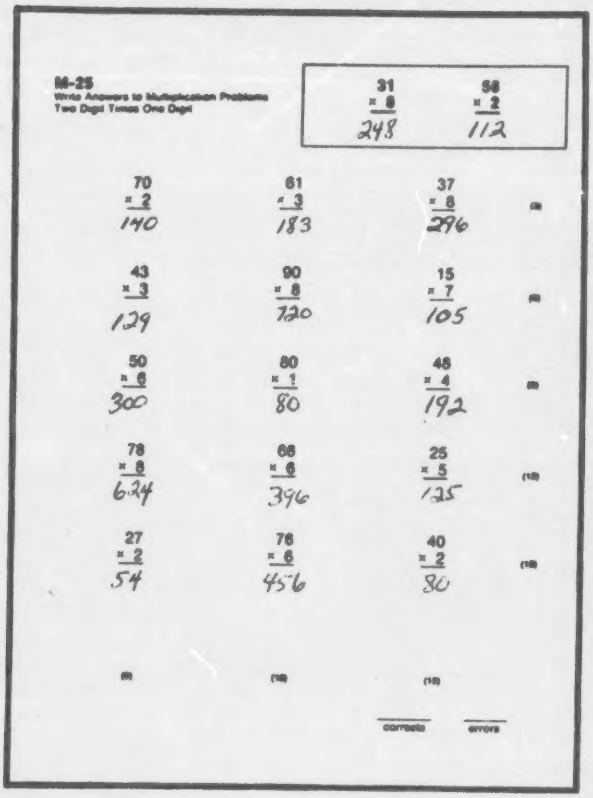
If you do not know an answer, slash the problem with a line.
If you make a mistake do not erase.
Slash it out and write the correct answer.

Work as many problems as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Write Answers to Multiplication Problems: Two Digits Times One Digit Continued

M-25



M-25
Write Answers to Multiplication Problems
Two Digit Times One Digit

31 x 8 248	56 x 2 112

70 x 2 140	61 x 3 183	37 x 8 296	(3)
43 x 3 129	90 x 8 720	15 x 7 105	(6)
50 x 6 300	80 x 1 80	48 x 4 192	(9)
78 x 8 624	66 x 6 396	25 x 5 125	(12)
27 x 2 54	76 x 6 456	40 x 2 80	(15)
(5)	(10)	(15)	

corrects errors

Correction Procedures:

Count each answer as correct or error.

Do not count problems following the last student response.

Count as Correct:

31
x 8
248

Correct answer.

31
x 8
248

Reversal/Rotation.

31
x 8
~~8~~ 248

Student's self correction.

Count as Error:

31
x 8
39

Incorrect answer.

31
x 8
348

One or more digits incorrect.

31
x 8
48

Incomplete answer.

31
x 8

Problem skipped.

31
x 8

Problem slashed with line.

31
x 8
428

Transposed numbers.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

15 total items.

Skill: Write Answers to Multiplication Problems: Two Digit Times Two Digit M-26

Design: Group Administered
Timed: 1 Minute

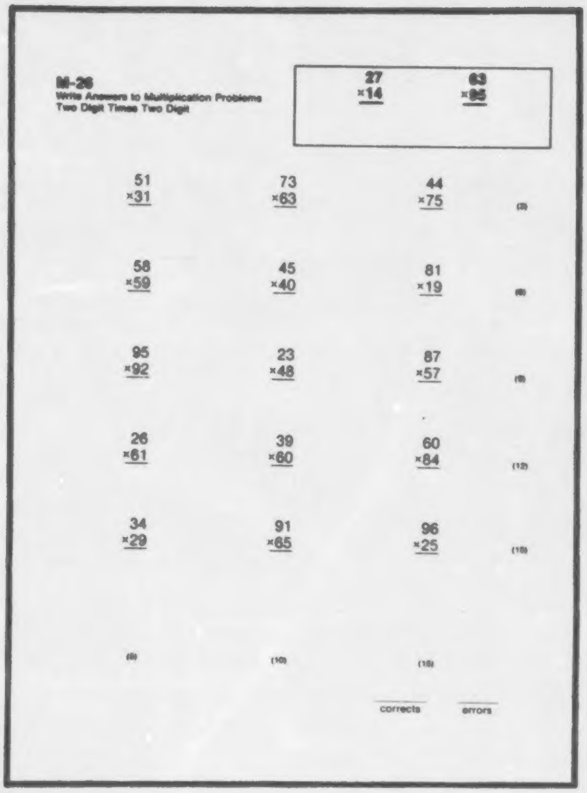
Level Suggestion: Fifth Grade
Sixth Grade

Task: Given multiplication problem, students write answers.

Criterion: 5 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to write answers to multiplcation problems.



M-26
Write Answers to Multiplication Problems
Two Digit Times Two Digit

27 ×14	63 ×95

51 ×31	73 ×63	44 ×75	(3)
58 ×59	45 ×40	81 ×19	(6)
95 ×92	23 ×48	87 ×57	(9)
26 ×61	39 ×60	60 ×84	(12)
34 ×29	91 ×65	96 ×25	(15)
(5)	(10)	(15)	

corrects errors

Sample:

Look at the box at the top of the page. (Demonstrate).
The first problem is 27 times 14.
You watch while I work the problem.
(Teacher demonstrates how to work the problem).
27 times 14 is 378.

Now do the next problem. (Pause).
63 times 95 is 5,985. (Demonstrate).

Items:

Everyone.....Listen Please. (Pause).
When I say begin, write the answers to each problem.

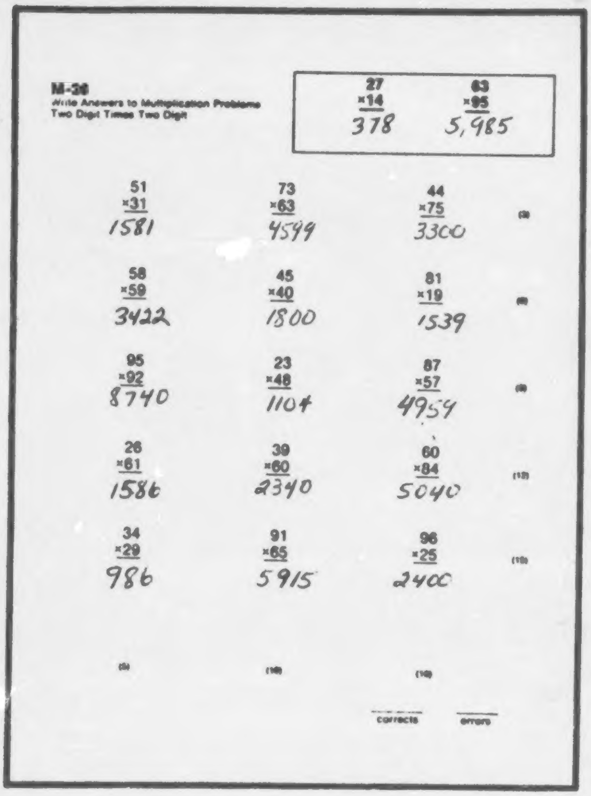
If you do not know an answer, slash the problem with a line.
If you make a mistake do not erase.
Slash it out and write the correct answer.

Work as many problems as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Write Answers to Multiplication Problems: Two Digit Times Two Digit Continued

M-26



M-26
Write Answers to Multiplication Problems
Two Digit Times Two Digit

27 ×14 378	63 ×95 5,985

51 ×31 1581	73 ×63 4599	44 ×75 3300	(3)
58 ×59 3422	45 ×40 1800	81 ×19 1539	(6)
95 ×92 8740	23 ×48 1104	87 ×57 4959	(9)
26 ×61 1586	39 ×60 2340	60 ×84 5040	(12)
34 ×29 986	91 ×65 5915	96 ×25 2400	(15)
(5)	(10)	(15)	

_____ corrects _____ errors

Correction Procedures:

Count each answer as correct or error.

Do not count problems following the last student response.

Count as Correct:

27 x14 378	Correct answer.
27 x14 3⅂8	Reversal/Rotation.
27 x14 378	Student's self correction.

Count as Error:

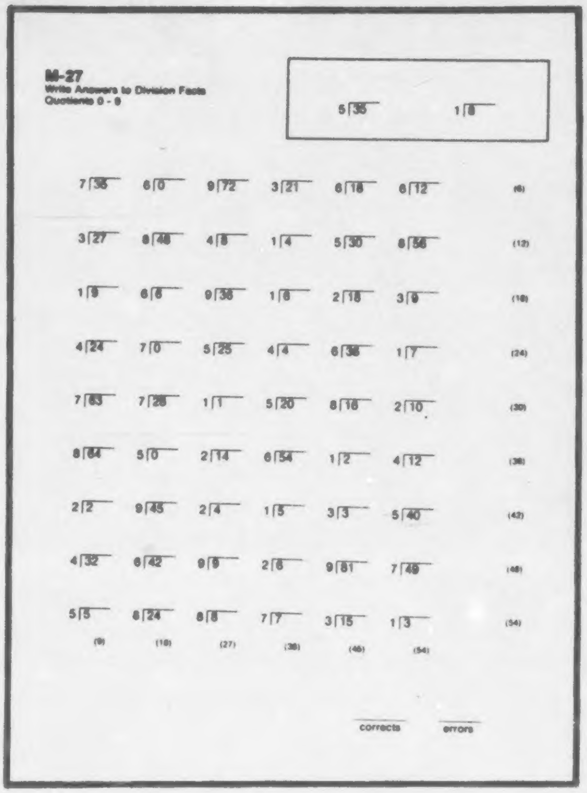
27 x14 239	Incorrect answer.
27 x14 478	One or more digits incorrect.
27 x14 78	Incomplete answer.
27 x14	Problem skipped.
27 x14	Problem slashed with line.
27 x14 738	Transposed numbers.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

15 total items.

Skill: Write Answers to Division Facts: Quotients 0-9 M-27



M-27
Write Answers to Division Facts
Quotients 0 - 9

$5\overline{)35}$ $1\overline{)8}$

$7\overline{)35}$	$6\overline{)0}$	$9\overline{)72}$	$3\overline{)21}$	$6\overline{)18}$	$6\overline{)12}$	(6)
$3\overline{)27}$	$8\overline{)48}$	$4\overline{)8}$	$1\overline{)4}$	$5\overline{)30}$	$8\overline{)56}$	(12)
$1\overline{)9}$	$6\overline{)6}$	$9\overline{)36}$	$1\overline{)6}$	$2\overline{)18}$	$3\overline{)9}$	(18)
$4\overline{)24}$	$7\overline{)0}$	$5\overline{)25}$	$4\overline{)4}$	$6\overline{)36}$	$1\overline{)7}$	(24)
$7\overline{)63}$	$7\overline{)28}$	$1\overline{)1}$	$5\overline{)20}$	$8\overline{)16}$	$2\overline{)10}$	(30)
$8\overline{)64}$	$5\overline{)0}$	$2\overline{)14}$	$6\overline{)54}$	$1\overline{)2}$	$4\overline{)12}$	(36)
$2\overline{)2}$	$9\overline{)45}$	$2\overline{)4}$	$1\overline{)5}$	$3\overline{)3}$	$5\overline{)40}$	(42)
$4\overline{)32}$	$6\overline{)42}$	$9\overline{)9}$	$2\overline{)6}$	$9\overline{)81}$	$7\overline{)49}$	(48)
$5\overline{)5}$	$8\overline{)24}$	$8\overline{)8}$	$7\overline{)7}$	$3\overline{)15}$	$1\overline{)3}$	(54)
(9)	(18)	(27)	(36)	(45)	(54)	

______ corrects ______ errors

Design: Group Administered
Timed: 1 Minute

Level Suggestion: Fifth Grade
Sixth Grade

Task: Given division facts, students write answers.

Criterion: 25 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to write answers to division facts.

Sample:

Look at the box at the top of the page. (Demonstrate).
The first problem is 35 divided by 5.
35 divided by 5 is 7.
Write 7 like this.
(Demonstrate, Pause, Check.).
35 divided by 5 is 7.

Now do the next problem. (Pause).
8 divided by 1 is 8. (Demonstrate).

Put your pencils down.

Items:

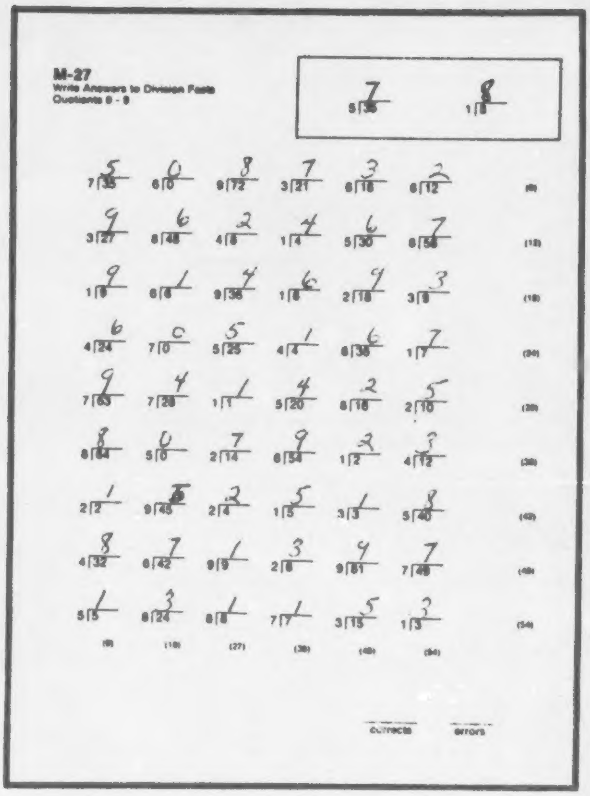
Everyone.....Listen Please (Pause).
When I say begin, write the answers to each problem.

If you do not know an answer, slash the problem with a line.
If you make a mistake do not erase.
Slash it out and write the correct answer.

Work as many problems as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Write Answers to Division Facts: Quotients 0-9 Continued M-27



M-27
Write Answers to Division Facts
Quotients 0 - 9

$\overset{7}{5\overline{)35}}$ $\overset{8}{1\overline{)8}}$

$\overset{5}{7\overline{)35}}$	$\overset{0}{6\overline{)0}}$	$\overset{8}{9\overline{)72}}$	$\overset{7}{3\overline{)21}}$	$\overset{3}{6\overline{)18}}$	$\overset{2}{6\overline{)12}}$	(6)
$\overset{9}{3\overline{)27}}$	$\overset{6}{8\overline{)48}}$	$\overset{2}{4\overline{)8}}$	$\overset{4}{1\overline{)4}}$	$\overset{6}{5\overline{)30}}$	$\overset{7}{8\overline{)56}}$	(12)
$\overset{9}{1\overline{)9}}$	$\overset{1}{6\overline{)6}}$	$\overset{4}{9\overline{)36}}$	$\overset{6}{1\overline{)6}}$	$\overset{9}{2\overline{)18}}$	$\overset{3}{3\overline{)9}}$	(18)
$\overset{6}{4\overline{)24}}$	$\overset{c}{7\overline{)0}}$	$\overset{5}{5\overline{)25}}$	$\overset{1}{4\overline{)4}}$	$\overset{6}{6\overline{)36}}$	$\overset{7}{1\overline{)7}}$	(24)
$\overset{9}{7\overline{)63}}$	$\overset{4}{7\overline{)28}}$	$\overset{1}{1\overline{)1}}$	$\overset{4}{5\overline{)20}}$	$\overset{2}{8\overline{)16}}$	$\overset{5}{2\overline{)10}}$	(30)
$\overset{8}{8\overline{)64}}$	$\overset{0}{5\overline{)0}}$	$\overset{7}{2\overline{)14}}$	$\overset{9}{6\overline{)54}}$	$\overset{2}{1\overline{)2}}$	$\overset{3}{4\overline{)12}}$	(36)
$\overset{1}{2\overline{)2}}$	$\overset{5}{9\overline{)45}}$	$\overset{2}{2\overline{)4}}$	$\overset{5}{1\overline{)5}}$	$\overset{1}{3\overline{)3}}$	$\overset{8}{5\overline{)40}}$	(42)
$\overset{8}{4\overline{)32}}$	$\overset{7}{6\overline{)42}}$	$\overset{1}{9\overline{)9}}$	$\overset{3}{2\overline{)6}}$	$\overset{9}{9\overline{)81}}$	$\overset{7}{7\overline{)49}}$	(48)
$\overset{1}{5\overline{)5}}$	$\overset{3}{8\overline{)24}}$	$\overset{1}{8\overline{)8}}$	$\overset{1}{7\overline{)7}}$	$\overset{5}{3\overline{)15}}$	$\overset{3}{1\overline{)3}}$	(54)
(9)	(18)	(27)	(36)	(45)	(54)	

_____ corrects _____ errors

Correction Procedures:

Count each problem as correct or error.

Do not count the problems after the last student response.

Count as Correct:

$\overset{7}{5/\overline{35}}$	Correct answer.
$\overset{\text{⌐/Γ}}{5/\overline{35}}$	Reversal/Rotation.
$\overset{\cancel{2}\ \ 7}{5/\overline{35}}$	Student's self correction.

Count as Error:

$\overset{8}{5/\overline{35}}$	Incorrect answer.
$\cancel{5/\overline{35}}$	Problem slashed with line.
$5/\overline{35}$	Problem skipped.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

54 total items.

Skill: Write Answers to Division Problems **M-28**

Design: Group Administered
~~Timed:~~ 1 Minute

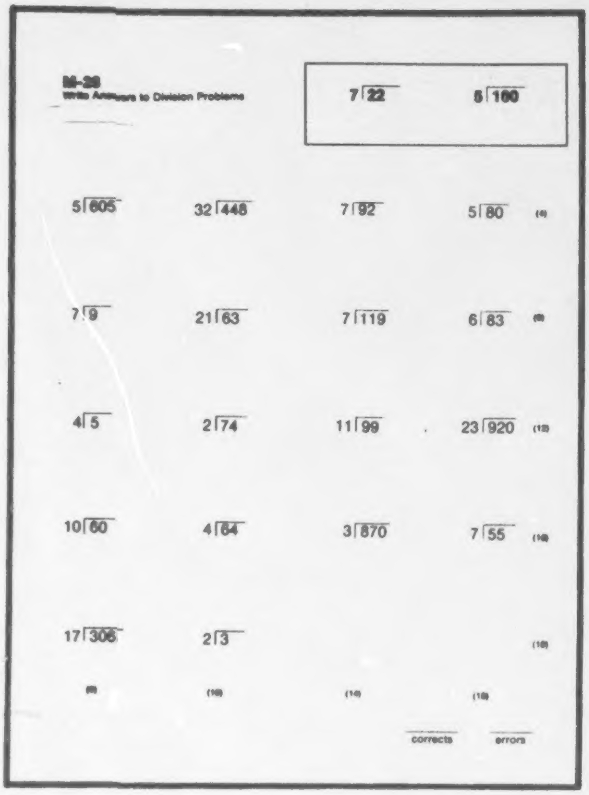
Level Suggestion: Fifth Grade
Sixth Grade

Task: Given division problems, students write answers.

Criterion: 5 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page.)

On this page you are going to write answers to division problems.



M-28
Write Answers to Division Problems

		$7\overline{)22}$	$5\overline{)100}$	
$5\overline{)605}$	$32\overline{)448}$	$7\overline{)92}$	$5\overline{)80}$	(4)
$7\overline{)9}$	$21\overline{)63}$	$7\overline{)119}$	$6\overline{)83}$	(8)
$4\overline{)5}$	$2\overline{)74}$	$11\overline{)99}$	$23\overline{)920}$	(12)
$10\overline{)60}$	$4\overline{)64}$	$3\overline{)870}$	$7\overline{)55}$	(16)
$17\overline{)306}$	$2\overline{)3}$			(18)
(8)	(16)	(14)	(18)	

corrects errors

Sample:

Look at the box at the top of the page. (Demonstrate).
The first problem is 22 divided by 7.
You watch while I work the problem.
(Teacher demonstrates how to work the problem).
22 divided by 7 is 3 R1.

Now you do the next problem. (Pause).
100 divided by 5 is 20. (Demonstrate).

Put your pencils down.

Items:

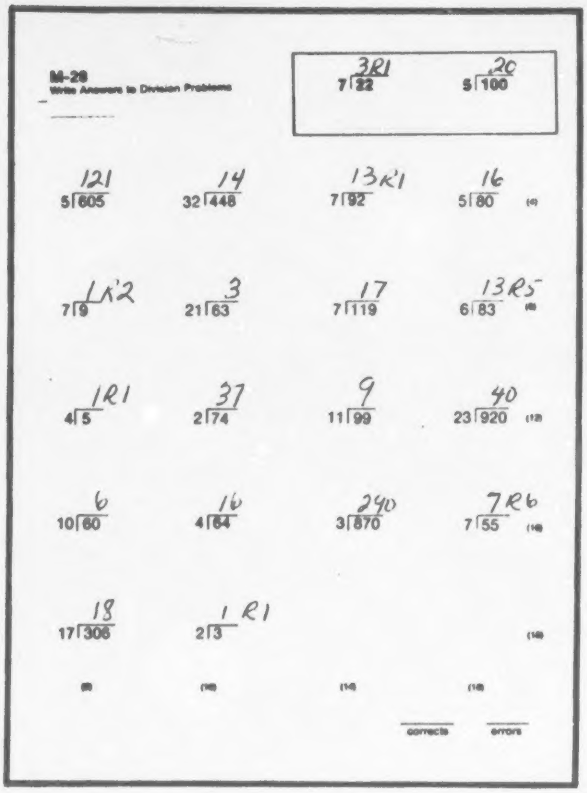
Everyone.....Listen Please (Pause).
When I say begin, write the answers to each problem.

If you do not know an answer, slash the problem with a line.
If you make a mistake do not erase.
Slash it out and write the correct answer.

Work as many problems as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Write Answers to Division Problems Continued M-28



M-28 Write Answers to Division Problems		$\overset{3R1}{7\overline{)22}}$	$\overset{.20}{5\overline{)100}}$	
$\overset{121}{5\overline{)605}}$	$\overset{14}{32\overline{)448}}$	$\overset{13R1}{7\overline{)92}}$	$\overset{16}{5\overline{)80}}$	(4)
$\overset{1R2}{7\overline{)9}}$	$\overset{3}{21\overline{)63}}$	$\overset{17}{7\overline{)119}}$	$\overset{13R5}{6\overline{)83}}$	(8)
$\overset{1R1}{4\overline{)5}}$	$\overset{37}{2\overline{)74}}$	$\overset{9}{11\overline{)99}}$	$\overset{40}{23\overline{)920}}$	(12)
$\overset{6}{10\overline{)60}}$	$\overset{16}{4\overline{)64}}$	$\overset{240}{3\overline{)870}}$	$\overset{7R6}{7\overline{)55}}$	(16)
$\overset{18}{17\overline{)306}}$	$\overset{1R1}{2\overline{)3}}$			(18)
(5)	(10)	(14)	(18)	
			___ corrects	___ errors

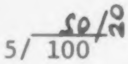
Correction Procedures:

Count each answer as correct or error.

Do not count problems following the last student response.

Count as Correct:

$\overset{20}{5/\,\overline{100}}$ Correct answer.



Reversal/Rotation.

$\overset{\overset{2}{\cancel{3}}0}{5/\,\overline{100}}$ Student's self correction.

Count as Error:

$\overset{34}{5/\,\overline{100}}$ Incorrect answer.

$\overset{21}{5/\,\overline{100}}$ One or more digits incorrect.

$\overset{2}{5/\,\overline{100}}$ Incomplete answer.

$5/\,\overline{100}$ Problem skipped.

$\cancel{5/\,\overline{100}}$ Problem slashed with line.

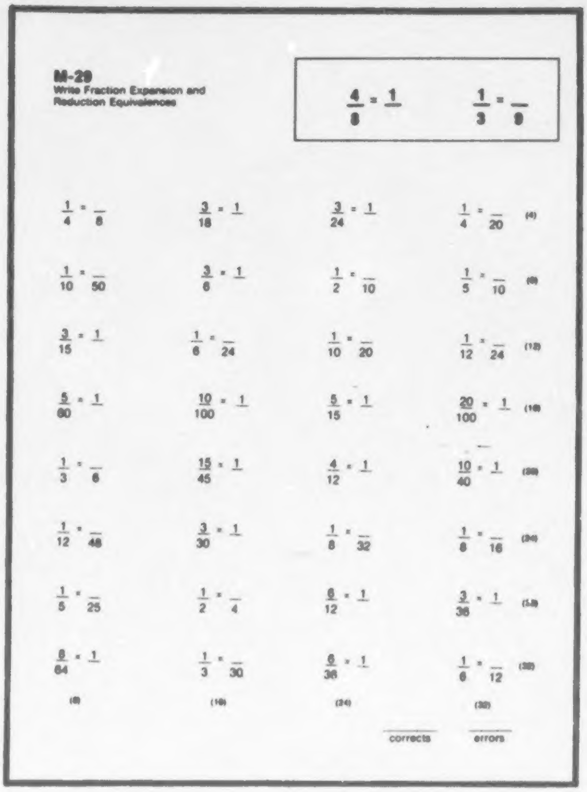
$\overset{02}{5/\,\overline{100}}$ Transposed numbers.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

18 total items.

Skill:	Write Fraction Expansion and Reduction Equivalencies M-29
Design:	Group Administered Timed: 1 Minute
Level Suggestion:	Fifth Grade Sixth Grade Junior High
Task:	Given two equivalent fractions with a missing numerator or denominator, students write the missing numerator or denominator.
Criterion:	10 Corrects 1 Error



M-29
Write Fraction Expansion and
Reduction Equivalences

$\frac{4}{8} = \frac{1}{\_\_}$ $\frac{1}{3} = \frac{\_\_}{9}$

$\frac{1}{4} = \frac{\_\_}{8}$	$\frac{3}{18} = \frac{1}{\_\_}$	$\frac{3}{24} = \frac{1}{\_\_}$	$\frac{1}{4} = \frac{\_\_}{20}$	(4)
$\frac{1}{10} = \frac{\_\_}{50}$	$\frac{3}{6} = \frac{1}{\_\_}$	$\frac{1}{2} = \frac{\_\_}{10}$	$\frac{1}{5} = \frac{\_\_}{10}$	(8)
$\frac{3}{15} = \frac{1}{\_\_}$	$\frac{1}{6} = \frac{\_\_}{24}$	$\frac{1}{10} = \frac{\_\_}{20}$	$\frac{1}{12} = \frac{\_\_}{24}$	(12)
$\frac{5}{60} = \frac{1}{\_\_}$	$\frac{10}{100} = \frac{1}{\_\_}$	$\frac{5}{15} = \frac{1}{\_\_}$	$\frac{20}{100} = \frac{1}{\_\_}$	(16)
$\frac{1}{3} = \frac{\_\_}{6}$	$\frac{15}{45} = \frac{1}{\_\_}$	$\frac{4}{12} = \frac{1}{\_\_}$	$\frac{10}{40} = \frac{1}{\_\_}$	(20)
$\frac{1}{12} = \frac{\_\_}{48}$	$\frac{3}{30} = \frac{1}{\_\_}$	$\frac{1}{8} = \frac{\_\_}{32}$	$\frac{1}{8} = \frac{\_\_}{16}$	(24)
$\frac{1}{5} = \frac{\_\_}{25}$	$\frac{1}{2} = \frac{\_\_}{4}$	$\frac{6}{12} = \frac{1}{\_\_}$	$\frac{3}{36} = \frac{1}{\_\_}$	(28)
$\frac{8}{64} = \frac{1}{\_\_}$	$\frac{1}{3} = \frac{\_\_}{30}$	$\frac{6}{36} = \frac{1}{\_\_}$	$\frac{1}{6} = \frac{\_\_}{12}$	(32)
(8)	(16)	(24)	(32)	

corrects   errors

Teacher's Instructions:

(Make sure everyone
is on the correct page.)

On this page you are going to write fraction equivalencies.

Sample:

Look at the box at the top of the page. (Demonstrate).
The first problem is 4/8 is equal to what?
You watch while I work the problem.
(Teacher demonstrates how to work the problem).
4/8 is equal to 1/2.

Now the next problem is 1/3 equals how many 9ths.
You watch while I work the problem.
(Teacher demonstrates how to work the problem).
1/3 is equal to 3/9.

Put your pencils down.

Items:

Everyone.....Listen Please. (Pause).
When I say begin, write the answers to each problem.

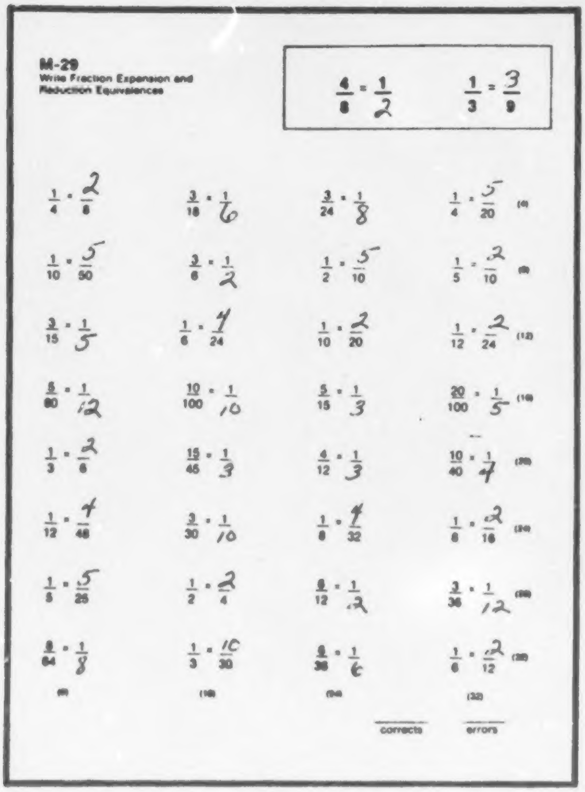
If you do not know an answer, slash the problem with a line.
If you make a mistake do not erase.
Slash it out and write the correct answer.

Work as many problems as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Write Fraction Expansion and Reduction Equivalencies Continued

M-29



M-29
Write Fraction Expansion and Reduction Equivalences

$\frac{4}{8} = \frac{1}{2}$ $\frac{1}{3} = \frac{3}{9}$

$\frac{1}{4} = \frac{2}{8}$	$\frac{3}{18} = \frac{1}{6}$	$\frac{3}{24} = \frac{1}{8}$	$\frac{1}{4} = \frac{5}{20}$	(4)
$\frac{1}{10} = \frac{5}{50}$	$\frac{3}{6} = \frac{1}{2}$	$\frac{1}{2} = \frac{5}{10}$	$\frac{1}{5} = \frac{2}{10}$	(8)
$\frac{3}{15} = \frac{1}{5}$	$\frac{1}{6} = \frac{4}{24}$	$\frac{1}{10} = \frac{2}{20}$	$\frac{1}{12} = \frac{2}{24}$	(12)
$\frac{5}{60} = \frac{1}{12}$	$\frac{10}{100} = \frac{1}{10}$	$\frac{5}{15} = \frac{1}{3}$	$\frac{20}{100} = \frac{1}{5}$	(16)
$\frac{1}{3} = \frac{2}{6}$	$\frac{15}{45} = \frac{1}{3}$	$\frac{4}{12} = \frac{1}{3}$	$\frac{10}{40} = \frac{1}{4}$	(20)
$\frac{1}{12} = \frac{4}{48}$	$\frac{3}{30} = \frac{1}{10}$	$\frac{1}{8} = \frac{4}{32}$	$\frac{1}{8} = \frac{2}{16}$	(24)
$\frac{1}{5} = \frac{5}{25}$	$\frac{1}{2} = \frac{2}{4}$	$\frac{6}{12} = \frac{1}{2}$	$\frac{3}{36} = \frac{1}{12}$	(28)
$\frac{8}{64} = \frac{1}{8}$	$\frac{1}{3} = \frac{10}{30}$	$\frac{6}{36} = \frac{1}{6}$	$\frac{1}{6} = \frac{2}{12}$	(32)
(8)	(16)	(24)	(32)	

_____ corrects _____ errors

Correction Procedures:

Count each problem as correct or error.

Do not count the problems after the last student response.

Count as Correct:

$\frac{4}{8} = \frac{1}{2}$	Correct answer.
$\frac{4}{8} = \frac{1}{S/d}$	Reversal/Rotation.
$\frac{4}{8} = \frac{1}{\cancel{3}\ 2}$	Student's self correction.

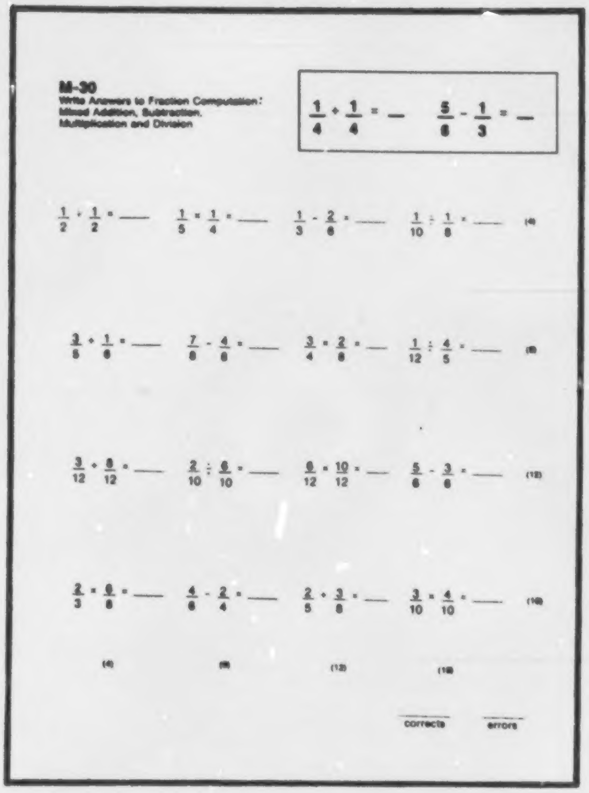
Count as Error:

$\frac{4}{8} = \frac{1}{3}$	Incorrect answer.
$\cancel{\frac{4}{8} = \frac{1}{\ }}$	Problem slashed with line.
$\frac{4}{8} = \frac{1}{\ }$	Problem skipped.

Scoring Procedures:

Count the total number of corrects and errors.
Record score at the bottom of the page.

32 total items.



M-30
Write Answers to Fraction Computation:
Mixed Addition, Subtraction,
Multiplication and Division

$\frac{1}{4} + \frac{1}{4} =$ _ $\frac{5}{6} - \frac{1}{3} =$ _

corrects errors

Skill: Write Answers to Fraction Computation: Mixed Addition, Subtraction, Multiplication and Division **M-30**

Design: Group Administered
Timed: 1 Minute

Level Suggestion: Fifth Grade
Sixth Grade
Junior High

Task: Given fraction computation problems, students write answers.

Criterion: 5 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the same page.)

On this page you are going to write answers to fraction problems.

Sample:

Look at the box at the top of the page. (Demonstrate).
The first problem is 1/4 plus (and) 1/4.
You watch while I work the problem.
(Teacher demonstrates how to work the problem).
1/4 plus (and) 1/4 is 2/4.

Now you do the next problem. (Pause).
5/6 minus (take away) 1/3 is 3/6.

Put your pencils down.

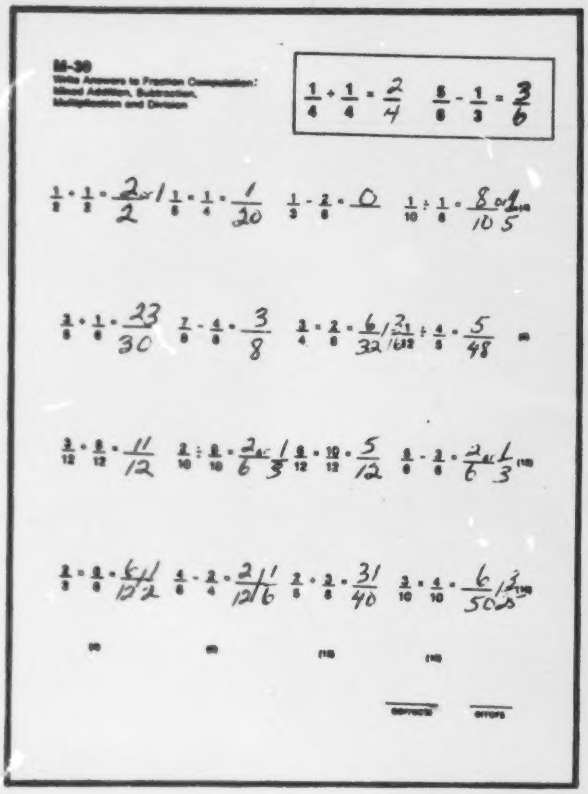
Items:

Everyone.....Listen Please. (Pause).
When I say begin, write the answers to each problem.
Do not reduce your answers.

If you do not know an answer, slash the problem with a line.
If you make a mistake do not erase.
Slash it out and write the correct answer.

Work as many problems as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).



Write Answers to Fraction Computation: Mixed Addition, Subtraction, Multiplication and Division Continued

M-30

Correction Procedures:

Count each problem as correct or error.

Do not count the problems after the last student response.

Count as Correct:

$\frac{1}{4}+\frac{1}{4}=\frac{2}{4}$	Correct Answer.
$\frac{1}{4}+\frac{1}{4}=\frac{1}{2}$	Correct Equivalence.
$\frac{1}{4}+\frac{1}{4}=\frac{1}{Ƨ/ᴎ}$	Reversal/Rotation.
$\frac{1}{4}+\frac{1}{4}=\frac{2}{\cancel{3}\,4}$	Student's self correction.

Count as Error:

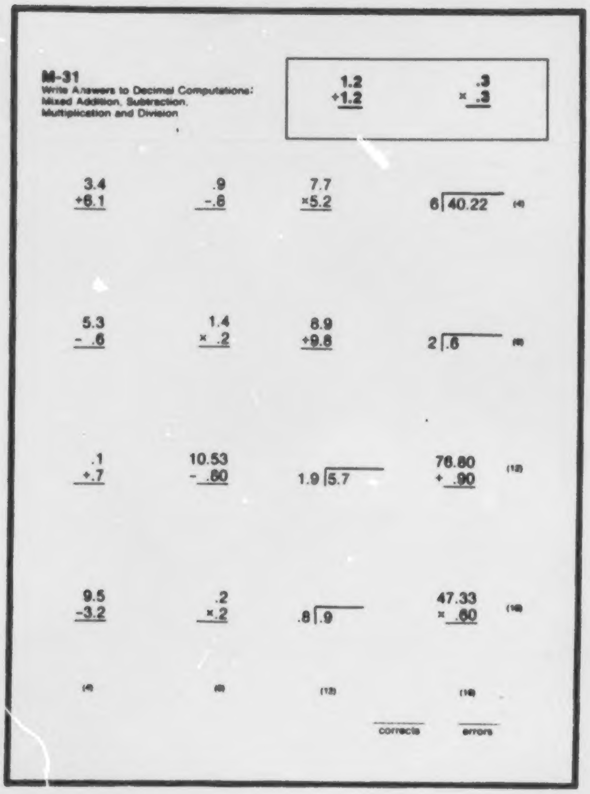
$\frac{1}{4}+\frac{1}{4}=\frac{3}{8}$	Incorrect answer.
$\cancel{\frac{1}{4}+\frac{1}{4}}=$	Problem slashed with line.
$\frac{1}{4}+\frac{1}{4}=$	Problem skipped.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

16 total items.

Skill: Write Answers to Decimal Computations: Mixed Addition, Subtraction, Multiplication and Division M-31



M-31
Write Answers to Decimal Computations:
Mixed Addition, Subtraction,
Multiplication and Division

1.2 +1.2	.3 × .3			
3.4 +6.1	.9 -.6	7.7 ×5.2	6⟌40.22	(4)
5.3 - .6	1.4 × .2	8.9 +9.8	2⟌.6	(8)
.1 +.7	10.53 - .60	1.9⟌5.7	76.80 + .90	(12)
9.5 -3.2	.2 ×.2	.8⟌.9	47.33 × .60	(16)
(4)	(8)	(12)	(16)	

corrects errors

Design:
Group Administered
Timed: 1 Minute

Level Suggestion:
Fifth Grade
Sixth Grade
Junior High

Task: Given decimal computation problems, students write answers (digits).

Criterion:
5 Corrects
1 Error

Teacher's Instructions: (Make sure everyone is on the correct page).

On this page you are going to write the answers to decimal problems.

Sample:

Look at the box at the top of the page. (Demonstrate).
The first problem is 1.2 plus (and) 1.2.
You watch while I work the problem.
(Teacher demonstrates how to work the problem).
1.2 plus (and) 1.2 is 2.4.

Now you do the next problem. (Pause).
.3 times .3 is .09. (Demonstrate).

Put your pencils down.

Items:

Everyone.....Listen Please. (Pause).
When I say begin, write the answers to each problem.

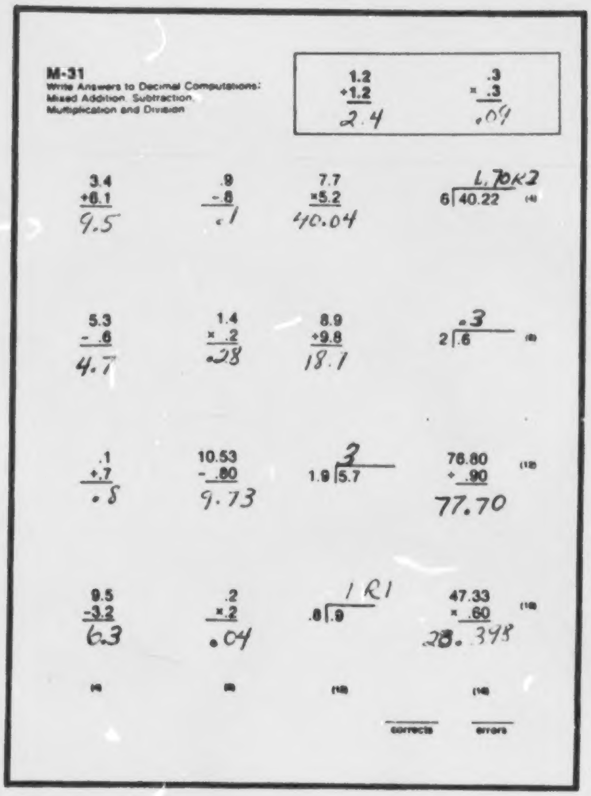
If you do not know an answer, slash the problem with a line.
If you make a mistake do not erase.
Slash it out and write the correct answer.

Work as many problems as you can without skipping around.
Work until I say stop.
(Ask for questions).

Ready.....Begin.
(Time for one minute).
Stop.
Pencils down.
Turn the page.
(Say something positive).

Write Answers to Decimal Computations: Mixed Addition, Subtraction, Multiplication and Division Continued

M-31



M-31
Write Answers to Decimal Computations:
Mixed Addition, Subtraction,
Multiplication and Division

1.2 +1.2 2.4	.3 × .3 .04

3.4 +6.1 9.5	.9 -.8 .1	7.7 ×5.2 40.04	1.70R2 6⟌40.22	(4)
5.3 - .6 4.7	1.4 × .2 .28	8.9 +9.8 18.7	.3 2⟌.6	(8)
.1 +.7 .8	10.53 - .80 9.73	3 1.9⟌5.7	76.80 + .90 77.70	(12)
9.5 -3.2 6.3	.2 ×.2 .04	1 R1 .8⟌.9	47.33 × .60 28.398	(16)
(4)	(8)	(12)	(16)	

_____ corrects _____ errors

Correction Procedures:

Count each answer as correct or error.

Do not count problems following the last student response.

Count as Correct:

1.2 +1.2 2.4	Correct answer.
1.2 +1.2 2.4	Reversal/ Rotation.
1.2 +1.2 ~~3~~ 2.4	Student's self correction.

Count as Error:

1.2 +1.2 .24	Decimal point in wrong position.
1.2 +1.2 3.0	Incorrect answer.
1.2 +1.2 3.4	One or more digits incorrect.
1.2 +1.2 .4	Incomplete answer.
1.2 +1.2	Problem skipped.
1.2 +1.2	Problem slashed with line.
1.2 +1.2 4.2	Transposed numbers.

Scoring Procedures:

Count the total number of corrects and errors. Record score at the bottom of the page.

16 total items.

Support, Competency-Assistance & Training

initial assessment

Initial Assessment

Corrine McGuigan
Sue Shoemaker
Dianne Bevis

ACKNOWLEDGEMENTS

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Graphics: W. B. Bartley

preface

The material presented in this paper was developed by the staff of SCAT (Support, Competency-Assistance and Training) - a Title VI-G Child Service Demonstration Project. The SCAT staff is committed to training teachers of exceptional children to use systematic instructional procedures.

Systematic instruction is a PROCESS through which teachers provide maximum learning opportunities for exceptional students. As defined by SCAT, systematic instruction includes seven components:

1. Initial assessment;
2. The establishment of long term goals;
3. The sequencing of short term objectives;
4. The selection and implementation of an instructional program;
5. The establishment and utilization of a sensitive measurement system;
6. The use of data decision rules to monitor program interventions and;
7. The establishment and utilization of a system for on-going assessment.

This paper deals explicitly with the first step of the systematic instructional model: initial assessment. Sensitive and reliable assessment is critical if the latter six steps are to be carried out meaningfully. Inappropriate initial assessment procedures may result in the identification of the wrong children or the identification of inappropriate program goals, both of which could cause exceptional children to go without appropriate service.

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purposes/outcomes

purposes

The purposes of this paper are to provide you with procedures and guidelines for implementing a system:

to appropriately identify students in need of special services

and

to identify annual program long term goals for students.

5

MORE SPECIFICALLY, the paper will provide you with information which you can use to:

1. select and administer a regular classroom group screening instrument;
2. identify potentially handicapped (high-priority) students using information from the group screener and;
3. identify handicapped learners based on probe (continuous samples of performance) data.

outcomes

After reading this paper you should be able to:

1. identify appropriate screener subtests for administration in regular classrooms;
2. rank-order potentially handicapped students;
3. select, administer and score probe (continuous samples of performance) data;
4. evaluate and relate pertinent initial assessment information to members of a Child Study Team.

introduction

Those concerned with the education of exceptional children are acutely aware of legal and ethical obligations which they carry to ensure that every exceptional child receives an appropriate education. The first step in providing appropriate educational service is to identify those children who are entitled to special services or support.

Over the years, the identification of exceptional children has taken many forms, from subjective teacher referrals to highly-sophisticated, complex and time-consuming assessment batteries administered by educators, psychologists, speech and language specialists, physicians and professionals from related disciplines. Obviously a manageable system of identification at the local school level lies somewhere between these two extremes.

The primary purpose of this paper is to provide you with information concerning the selection and use of appropriate, meaningful and manageable assessment procedures. While no single process, procedure or assessment tool can be said definitively to be "the best," this paper attempts to identify factors critical to the selection and administration of assessments which are optimal in appropriately identifying children in need of special services.

rationale

Initial assessment is the process of determining the specific skills of a student or a group of students. For the most part, educators collect initial assessment information for four reasons:

1. to identify learners in need of special services;
2. to identify specific program needs of individual students;
3. to identify appropriate annual goals and subsequent instructional programs for students; and
4. to provide a basis for assessment at the end of the school year which relects student progress toward target goals.

Handicapping conditions exist when there is a continuous and significant discrepancy between the performance of one student and the performance of that student's peers. The main purpose of Initial Assessment is to identify handicapped students (or potentially-handicapped students) so that these students can receive supportive services WHICH SHOULD DECREASE THE PERFORMANCE GAP between their capabilities and those of their peers. As performance gaps are decreased, handicapped learners can return to the mainstream and participate successfully in regular classroom activities. The end result of the proper identification of students should always be the successful return of each learner to the regular classroom environment on a full-time basis.

A second purpose of Initial Assessment is to identify specific skill deficits and skill strengths for each student, handicapped and non-handicapped alike. Thus, when selecting an assessment instrument, select one which will provide information on skills students need to perform in order to be successful in the regular classroom. Assessments which do not result in usable information for regular and special educators is a waste of valuable teaching time and energy.

Using the information from skill-based assessment tools, teachers can not only identify skill needs, but can make projections about end-of-the-year targets or annual goals. Once annual goals are identified, teachers can better plan instructional programs which are sensitive to the needs of individual students.

Assessment tools which adequately describe student skills can also be used by both regular and special educators as a source of summative data - a fourth function of initial assessment. By readministering a skill-based assessment tool mid-year and again at the end of the year, educators at each grade level (indeed, in each classroom) can measure the effectiveness of their teaching to date.

implementing

the initial assessment funnel

INITIAL ASSESSMENT should not be a one-step, one-shot process.

To appropriately identify handicapped learners, and to obtain skill information for all children, a series of initial assessment steps are necessary.

The initial assessment procedures discussed in this paper resemble an "identification funnel." At the top of the funnel is the first step - Regular Classroom Group Screening followed by a series of steps which involve continually more-sensitive assessment of fewer children.

The funneling process results in the identification of students who do, over time and repeated measures, perform less proficiently than peers on skills critical to regular classroom functioning.

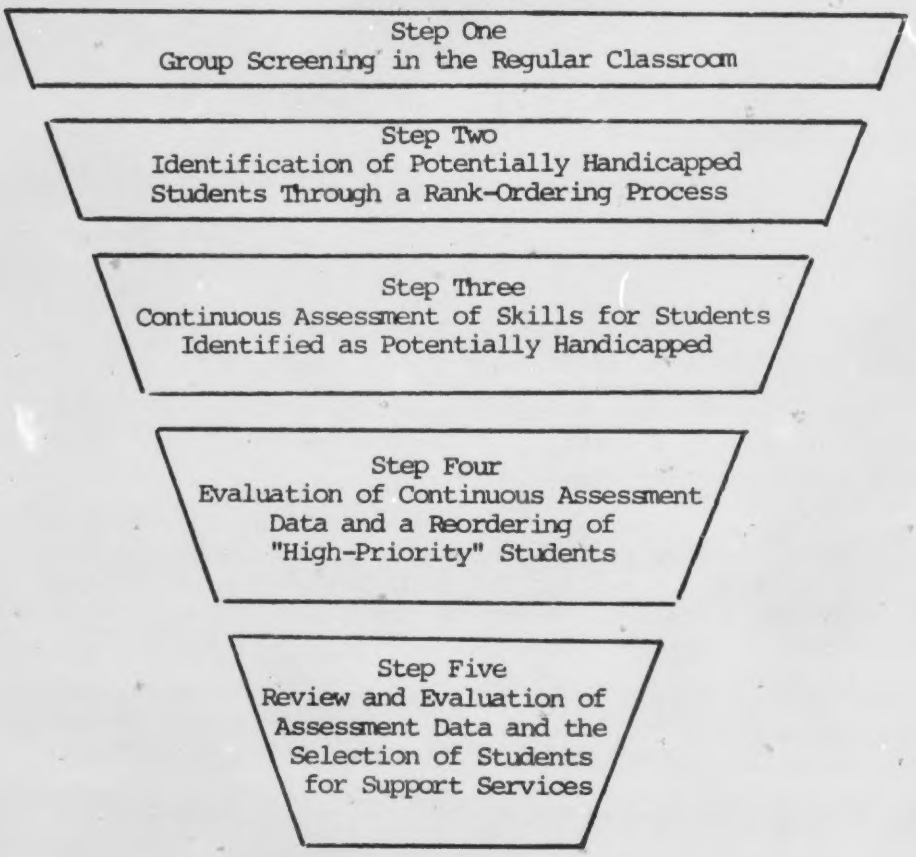
Steps in the assessment funnel are:

1. Group Screening in the Regular Classroom.
2. Identification of Potentially Handicapped Students Through a Rank-ordering Process.

3. Continuous Assessment of Skills for Students Identified as Potentially Handicapped.

4. Evaluation of Continuous Assessment Data and a Reordering of "High-priority" Students.

5. Review and Evaluation of Assessment Data and the Selection of Students for Support Services.


Step One
Group Screening in the Regular Classroom
Step Two
Identification of Potentially Handicapped Students Through a Rank-Ordering Process
Step Three
Continuous Assessment of Skills for Students Identified as Potentially Handicapped
Step Four
Evaluation of Continuous Assessment Data and a Reordering of "High-Priority" Students
Step Five
Review and Evaluation of Assessment Data and the Selection of Students for Support Services

step one

GROUP SCREENING IN THE REGULAR CLASSROOM

Whenever possible, school district personnel or individual faculty members should ensure that identification procedures begin with screening of all students in the regular classroom. Without this first important step, teachers are left without a data-base for making referrals; teachers end up relying on "last year's performance records," anecdotal comments or hear-say about student performance. This is not to say teacher-referrals have no validity. Quite on the contrary. Much research on the issue indicates that teacher referrals made by experienced teachers may be a very appropriate method for identifying handicapped students (MaGliocca, Rinaldi, Crew and Kunzelmann, 1977). But the literature also reports that teacher-referrals are most valid if made after several months of observation and analysis of student work. Because time is an important factor in helping students narrow performance gaps, screening which expedites the referral process is critical.

screening instruments

Screening instruments selected for use BY regular classroom teachers IN regular classrooms need not be overwhelming. The most manageable screening instrument can be given to a group in a short period of time and provide meaningful information about student performance on basic skills important in "THIS CLASSROOM" in "THIS SCHOOL."

SELECTION

To select a screening instrument for your classroom or your school, look for one which:

1. reflects local district expectations;
2. can be administered by classroom teachers;
3. directly assesses classroom skills;
4. can be objectively scored;
5. yields results which are used in setting annual goals and establishing classroom programs.

1. Reflects Local District Expectations.
Assessment tools or procedures used by regular classroom teachers need not be complex to reflect local district expectations. By establishing within a district or within a school, skills critical at each grade level, educators can select assessment instruments which reflect those specific skills. Because as an educator you are primarily responsible for developing students' preacademic and academic skills, information RELATED to skill-development in these areas is most relevant.

2. Can Be Administered by the Classroom Teacher.
Whenever possible, regular classroom teachers should administer the assessment instrument. Tests administered outside the regular classroom rarely provide classroom teachers with useful information for either identification or programming purposes. And since tests administered outside the regular classroom are usually individually administered to only a few select children, teachers are rarely provided with information about student performance in relationship to performance of peers in the regular classroom.

3. Directly Assesses Classroom Skills.
Again, since your obligation is to guide students in acquiring specific skills, you need an instrument which will provide you with assessment information about those skills. While many, many assessment tools are available, it is surprising how few actually provide adequate sampling of skills important in your classroom. Some instruments will tell you how a child learns best (a learning modality), and others will tell you how creative your children are. Decide what you want...and what you need.

4. Can Be Objectively Scored.

Results obtained by regular classroom teachers during assessment should be objectively-based. Instruments which rely on teacher judgement for scoring and/or subjective opinion have marginal value. Since assessment information is used to identify potentially handicapped students and to plan instructional programs for children, it should be data-based. It needs to be FACTUAL.

5. Yields Results Which Can Be Used for Setting Goals and Establishing Programs.

Since a good deal of time will be spent selecting and administering a regular classroom group screener, the screener should provide teachers with valuable information. First, teachers obtain information about which skills students do and do not have. This information should be sufficient to set annual goals, should be specific enough to use for skill-grouping purposes, and should be reliable enough to provide a standard against which progress can be measured. In short, the instrument needs to be usable not only on the day after it is given, but as a source of information throughout the year.

THE SCAT REGULAR CLASSROOM GROUP SCREENER

In 1974, the staff of the Support, Competency-Assistance and Training Project (SCAT) developed a classroom group skill screener. The screener was developed to fill the void of adequate group-administered screening instruments. While there were many screening instruments on the market, none met all the criteria for a manageable, yet effective instrument.

Since 1974, the SCAT Screening instrument has undergone three revisions, each to improve the screener by refining content, administration and scoring procedures. The current SCAT Screener is composed of 21 reading-related subtests and 31 math subtests. Teachers in schools using the screener, select from the list below, skills which are important at their grade level, and administer the screener subtest accordingly.

Screener Design

The SCAT Screener is a group-administered, paper-pencil instrument. The length of the screener depends on the number of subtests in reading and math you decide to administer at your grade-level. A general time frame for for administration, however, has been around one hour for administration of pre-academic subtests, one to one and one-half hours for reading-related subtests and approximately one-half hour for the administration of math subtests.

Each screener subtest contains suggested criteria for mastery as well as directions for administration (group or individually administered). Accompanying the screener are several teacher worksheets which will help you

1. identify skills mastered and skills not yet mastered by each student,
2. arrange skill-groups for programming and instructional purposes,
3. rank-order students in terms of over-all skill ability.

SCAT SCREENER SUBTESTS

1977

Reading Subtests

R-1	Letter Matching
R-2	Copy Letters
R-3	Letter Recognition
R-4	Hear to Write Letters
R-5	Say Letter Names: Lower Case
R-6	Say Letter Names: Upper Case
R-7	Write Letters Alphabetically
R-8	Say Consonant Sounds
R-9	Write Initial Consonants
R-10	Write Final Consonants
R-11	Write Short Vowels
R-12	Vowel Sounds: Short and Long
R-13	Write Initial Consonant Blends
R-14	Write Consonant Digraphs
R-15	Circle Vowel & Consonant Variants
R-16	Mark Syllables
R-17	Write Contractions
R-18	Circle Prefixes
R-19	Circle Suffixes
R-20	Circle Word Endings
R-21	Read Words

Math Subtests

M-1	Number Matching
M-2	Copy Numbers
M-3	Amount-Number Correspondence 0-9
M-4	Number Recognition 0-9
M-5	Number Recognition 0-99
M-6	Hear to Write Numbers 0-9
M-7	Hear to Write Numbers 0-30
M-8	Hear to Write Numbers 0 - Ten Billion
M-9	Write Numbers Sequentially 0-9, 0-20, 0-50
M-10	Set Recognition 0-9
M-11	Mark the Largest Number 2-9
M-12	Mark the Largest Number 2-999
M-13	Say Number Names 0-9
M-14	Write Answers to Addition Facts: Sums 0-9
M-15	Write Answers to Addition Facts: Sums 0-18
M-16	Write Answers to Addition Problems Sums 0-99: No Carrying
M-17	Write Answers to Addition Problems: Carrying
M-18	Write Answers to Addition Problems: Mixed
M-19	Write Answers to Subtraction Facts: Factors 0-9
M-20	Write Answers to Subtraction Facts: Factors 0-18
M-21	Write Answers to Subtraction Problems: No Borrowing
M-22	Write Answers to Subtraction Problems: Borrowing
M-23	Write Answers to Subtraction Problems: Mixed
M-24	Write Answers to Multiplication Facts: Factors 0-9
M-25	Write Answers to Multiplication Problems: 2-digit Times 1-digit
M-26	Write Answers to Multiplication Problems: 2-digit Times 2-digit
M-27	Write Answers to Division Facts: Quotients 0-9
M-28	Write Answers to Division Problems
M-29	Write Fraction Expansion and Reduction Equivalencies
M-30	Write Answers to Fraction Computation: Mixed Add.,Subt.,Mult.,Div.
M-31	Write Answers to Decimal Computation: Mixed Add.,Subt.,Mult.,Div.

Using Screener Information in the Regular Classroom.

After you have administered the screener, scored individual student booklets and entered subtest and total screener scores on the class summary sheet, you will have information to

1. identify skills mastered and not mastered by each student,
2. group students according to skill-ability likenesses.

Additionally, by reviewing the subtests of each student, you can obtain information about

3. error patterns and common correct and error responses.

Lastly, by readministering the screener subtest and comparing beginning-of-the-year, mid-year and end-of-the-year scores, you will have

4. a record of student progress throughout the year toward established goals.

A copy of the SCAT Regular Classroom Skill Screeners in Reading and Math may be obtained by writing:

SCAT Project
707 W. Bannock
Boise, Idaho 83702

or

State Department of Education
Special Education Division
Department of Education
Len B. Jordan Building
Boise, Idaho 83702

** CHECK POINT **

1. The purposes of initial assessment are:

   a.

   b.

   c.

   d.

2. The most valuable assessment procedures are not ________-________, but contain a number of steps providing information which can be used for:

   a.

   b.

   c.

3. In the SCAT assessment funnel system the five steps are:

   a.

   b.

   c.

   d.

   e.

4. Guidelines for selecting a Regular-classroom group screener include:

   a.

   b.

   c.

   d.

5. The SCAT Regular classroom group screener consists of a series of ______________ in reading and math. It is administered by ____.

Check your answers with those provided in the Appendices.

step two

USING SCREENING INFORMATION TO IDENTIFY POTENTIALLY-HANDICAPPED STUDENTS

After you have compiled screener results for students in your classroom, you will have information for identifying potentially-handicapped (high-priority) learners as well as programming information about all children.

To identify potentially-handicapped students in reading and math at each grade level:

> each classroom teacher rank-orders student scores on reading and math subtests,
>
> and
>
> teachers at each grade level make a combined rank-ordering of "high-priority" or potentially-handicapped students for further assessments.

A student should be considered high-priority when his or her performance deviates significantly from the performance of their peers. Most teachers using the SCAT screening procedures have identified students falling in the bottom twenty-fifth to tenth percentile of a screener scores as "high-priority." The actual percentage, or cut-off point for referring is up to you and teachers at your grade-level. Something around 10-15% has been suggested as the most MANAGEABLE percentage for referral.

TO IDENTIFY HIGH PRIORITY STUDENTS IN READING AND/OR MATH AT EACH GRADE LEVEL:

1. Score student subtests and calculate the total screener score for each student.
2. Enter the total screener score on the student booklet cover and on the class summary sheet.
3. Review total screener scores for all students and list on the class rank-ordering sheet the scores (with the student names). Begin with highest score and continue to the lowest score.
4. Calculate which students you will refer for additional assessment, using the percentage for referral established.
5. Combine your high-priority student list with those of other teachers at your grade level. Make a master-grade list for referral, using the percentage of referral established.

IDENTIFICATION OF POTENTIALLY HANDICAPPED (HIGH PRIORITY) STUDENTS FOR ADDITIONAL ASSESSMENT

SAMPLE PROCESS

1. Determine the Percentage of Referral.

   10% of 50 1st graders in reading = the 5 lowest-scoring 1st graders in reading.

   10% of 50 1st graders in math = the 5 lowest-scoring 1st graders in math.

2. Rank order students from each classroom.

Class Summary Sheet

Student	Score
Lewis	62
Mike	81
Mary	73
Sue	69
Joe	23
Milt	27
Sal	69
Shannon	90
Ken	87
Rob	66
Paul	62
Pat	50
Philip	57
Tim	70
Dennis	70

Class Summary, Page 2

Colleen	60
John	83
Ann	49
Richard	83
Maggie	65
Denise	63
Susie	64
Patricia	69
Betty	70
Hart	55

Rank Order Sheet

Students, high to low

1.	Shannon	90
2.	Ken	87
3.	John	83
4.	Richard	83
5.	Mike	81
6.	Mary	73
7.	Betty	70
8.	Dennis	70
9.	Tim	70
10.	Sue	69
11.	Sal	69
12.	Patrica	69
13.	Rob	66
14.	Maggie	65
15.	Susie	64

Rank Order, Page 2

16.	Denise	63
17.	Lewis	62
18.	Paul	62
19.	Colleen	60
20.	Philip	57
21.	Hart	55
22.	Pat	50
23.	Ann	49
24.	Milt	27
25.	Joe	23

REFERRAL SHEET

Area: Math
Teacher: Ms. Tasks

Referred students:

1.	Joe	23
2.	Milt	27
3.	Ann	49

3. Rank order scores from all classrooms at the same grade level. Make a master list of referrals for further assessment.

REFERRAL SHEET

Area: Math
Teacher: Ms. Tasks

Referred students:

1.	Joe	23
2.	Milt	27
3.	Ann	49

REFERRAL SHEET

Area: Math
Teacher: Mr. Goodbar

Referred students:

1.	Gab	20
2.	Doug	22
3.	Mabel	30

FIRST GRADE REFERRAL SHEET

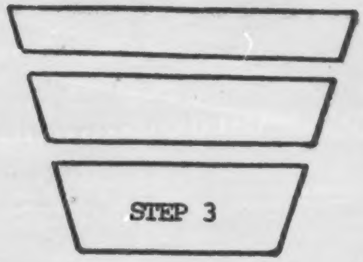
Area: Math

Total # of students: 50

% referred: 10%

High Priority Students

1. Gab
2. Doub
3. Joe
4. Milt
5. Mabel



step three

FIVE-DAY SKILL-PROBING OF HIGH-PRIORITY STUDENTS

Because one-shot assessments do not always identify students who deviate from peer performance on more than one occasion, it is best to identify handicapped learners using performance samples which are continuous.

PROBING is sampling a student's performance, on a specific skill, over a period of days. In the SCAT assessment system, each high-priority student referred is given three probes to complete each day for five days. Each probe is one minute in length.

In most schools where teachers use the SCAT identification system to select handicapped students, the resource room teacher schedules and monitors probing activities. Regardless of who does it, the following activities must be completed:

1. Selection of probes for administration at each grade level, in reading and in math.
2. Scheduling of probing times and locations with the students' classroom teachers and the probe administrator.
3. Duplication of probes in sufficient number.
4. Duplication and organization of scoring sheets and data sheets.
5. Administration of probes to high-priority students in the area(s) of referral.
6. Scoring and charting of probe scores.

Sound like a lot? It is...but don't worry. You can do it one step at a time.

SELECTING PROBES APPROPRIATE AT EACH GRADE LEVEL

After SCAT team review and compiling of information on critical skills in reading and math for grades one through six, the following skills are recommended as probing options.[1]

GRADE	RECOMMENDED PROBING OPTIONS - READING
K	Copy letters Say letter names
1	Write letters Say letter names (see to say) Say consonant sounds
2	Write letters alphabetically Say letter names Say letter sounds Say blends Say CVC words Say sight words Say phrases Say multisyllable words
3	Say consonant blends Say consonant digraphs Say CVCE words Say words with vowel variants Say phrases Say blends Say sight words Say multisyllable words Say contractions Say words with word-endings
4-6	Say words with vowel variants Say words with long vowel combinations Say words with vowel teams Say words with suffixes/prefixes Say sight words Say phrases

[1] Grade-level skill survey. Summary of report available in Appendix A.

GRADE	RECOMMENDED PROBING OPTIONS - MATH
K	Copy 0 - 1
	Copy numbers 0 - 9
	Number recognition 0 - 9
1	Write numbers 0 - 9
	Say numbers 0 - 9
	Oral counting 0 - 100
	Number recognition 0 - 9
	Number recognition 0 - 50
	Write numbers 0 - 9 (hear to write)
	Write number 0 - 24 (hear to write)
	Set recognition/amounts to 3
	Set recognition/amounts to 10
	Addition facts/sums to 3
2	Write numbers sequentially 0 +
	Oral counting 0 - 10
	Number recognition 0 - 50
	Write numbers in sequence to 100
	Addition facts/sums to 10
	Addition computation/no carrying
	Subtraction facts/factors 0 - 3
	Subtraction facts/factors 0 - 9
	Subtraction computation/no borrowing
3	Oral counting 0 - 100
	Write numbers sequentially 0 - 100
	Addition facts/sums to 18
	Addition computation/no carrying
	Addition computation/carrying
	Subtraction facts/factors through 18
	Subtraction computation/no borrowing
	Subtraction computation/borrowing
4-6	Addition computation/no carrying
	Addition computation/carrying
	Subtraction computation/no borrowing
	Subtraction computation/borrowing
	Multiplication facts 0 - 3
	Multiplication facts 0 - 5
	Multiplication facts 0 - 10
	Division facts 0 - 18

Using the probing options, select 3 probes in reading and 3 probes in math for students at each grade level.* Because skill expectations vary in many schools, exact probes cannot be recommended. Use your judgement. And use regular classroom teacher input. **SELECT THREE SKILLS WHICH STUDENTS SHOULD HAVE ACQUIRED AT THEIR GRADE LEVEL.** If a student cannot perform more than 2 correct responses on a probe from his or her grade level, re-select probes from an earlier grade.

SCHEDULING PROBING TIMES AND LOCATIONS

Assuming that you are the probing coordinator, you need to establish a probing schedule for each student referred for additional skills assessment. Experience has shown that you should allot between 5 and 7 minutes per child, per day, to administer 3 probes. (If a student was referred to you for assessment in READING and MATH, you will need to schedule approximately 10 to 15 minutes as you will have twice as many probes to administer.)

It's up to you the teachers in your building to decide WHERE you will conduct probing activities. Here are some options: conduct probing in one location and have each student come to you, or vary the location, and you go to each student. The advantage of having the students come to you is that you can keep all your materials in one place. On the other hand, teachers may forget to send students, and you may end up going to their rooms anyway.

The individual scheduling sheet in the Appendices may be useful to you.

DUPLICATING PROBES

After you have selected probes, you need to duplicate them so each student has the appropriate probe sheets for each day of the assessment (five days). Put the probes for each student in a folder; label the folder with the student's name, and store it so you have easy access to it.

---

* You will select one set of 3 probes for each grade. Thus, all 3rd graders are expected to perform the same 3 probes.

DUPLICATING SCORING SHEETS

To keep your data orderly, duplicate scoring sheets for each student. (A sample scoring sheet is in the Appendices.) As you administer probes, keep track of student errors or error patterns on your data record sheet. Enter the total number of corrects and errors for each probe on the scoring sheet daily.

ADMINISTERING FIVE-DAY ASSESSMENT PROBES

Probing student performance on basic skills is neither time-consuming or overwhelming. By following the guidelines on the next page, you can help ensure that you have a pleasant experience, that students have a pleasant experience, and that your efforts result in meaningful and valid assessment information.

GUIDELINES FOR ADMINISTERING 5-DAY PROBES

1. Duplicate 5 copies of the 3 selected grade-level probes in each area of referral, for each student.
2. Place the probes in a student folder with the scheduling information (time and place) attached to the front.
3. Gather all the tools you will need to administer the probes:
   a. Scoring and record sheets
   b. Your pencil and a pencil or marker for your student(s).
   c. A one-minute timing device (a school clock, a watch with a second hand, a stop-watch, etc.)
4. GREET AND MEET the student at the appointed time in the appointed place.
5. Explain to the student the probing procedures, why you are sampling his or her performance, for how long and for how many days.
6. Give the student the probes you wish completed. Tell them to work as carefully and as quickly as possible. Answer questions graciously BUT DO NOT INSTRUCT. Start and stop student performance allowing for a one-minute response period.[1]
7. After the student has completed the probe, PROVIDE THE STUDENT WITH FEEDBACK. Let them know you appreciate how fast and carefully they worked. Tell them how many correct and error responses they made on each probe. Tell them the correct answers to problems on which they errored.

(For more information on selecting, making and administering probes, read: "Probing: Selection and Administration," a SCAT monograph available from the SCAT office or the office of Special Education, State Department of Education, Boise, Ida.)

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[1] If a student cannot complete more than 2 problems correctly on a probe, disregard the probe and re-select probes from an earlier grade level.

STOP

** TAKE A BREATHER AND CHECK YOURSELF **

Describe how a classroom teacher selects potentially handicapped students (high-priority students) using the results of screener information.

Rank-order the following student scores:

13 Abe ____________
27 Gabe ____________
83 Babe ____________
84 Betty ____________
56 Teddy ____________
79 Mike ____________
88 Spike ____________
88 Eddy ____________
29 Bill ____________
34 Sally ____________
45 Tim ____________
64 Slim ____________

If you were to refer the bottom 10% of these students for additional assessments, which student or students would you refer?

Assuming that the students were 2nd graders, referred in the area of math, select three appropriate probes for use with them.

Check your answers with those provided in the Appendices.

THANK YOU.

YOU DID A NICE JOB ON THAT LAST PAGE!

IF YOU'RE GUILTY OF SKIPPING OVER THE QUICK SELF-CHECK ON THE PREVIOUS PAGE, GIVE YOURSELF A SOMEWHAT GENTLE REPRIMAND AND GO BACK AND COMPLETE IT.

CHARTING AND INTERPRETING PROBE DATA

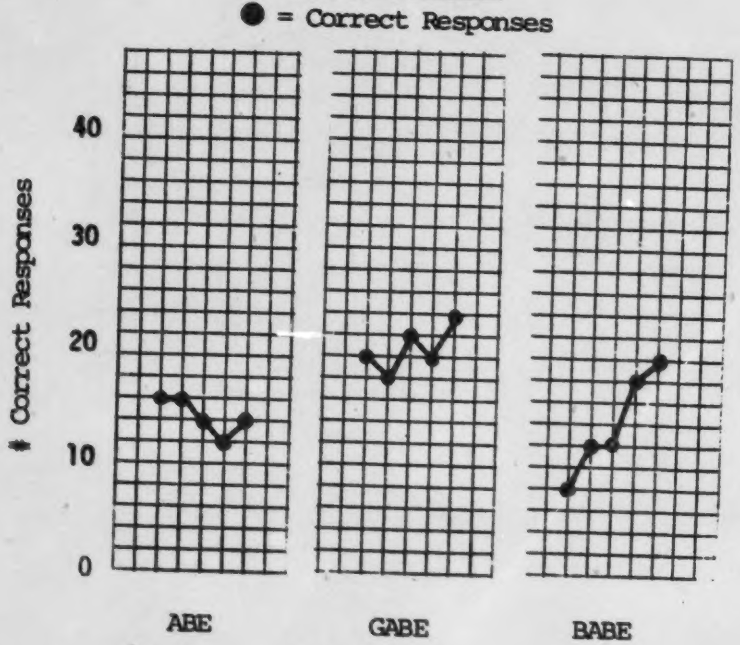
As you will recall, the purpose of probing is to obtain information ABOUT HOW STUDENTS PERFORM ON SKILLS OVER A PERIOD OF TIME (comparison of the student with himself), and TO DETERMINE HOW ONE STUDENT'S PERFORMANCE COMPARES WITH THE PERFORMANCE OF OTHERS.

In order to translate individual probe results into meaningful comparisons, it is easiest to chart and display the data. For example, given the two tables below, which provides you with the quicker and easier statement of the performance of the three students on writing answers to math facts?

TABLE A
RAW DATA SCORES

	M	T	W	Th	F
ABE:	16	16	14	12	14
GABE:	20	18	22	20	24
BABE:	8	12	12	18	20

TABLE B
CHARTED SCORES



By looking at the charted data and trends of Abe, Gabe and Babe, you could say that all students improved over the five day probing period. By scoring the trends, however, you can say that Gabe's performance was better. A neat Treat!

And here's how it happened.

EVALUATING AND SCORING TRENDS

When scoring and/or evaluating a trend, there are two important factors to consider:

1. The median score of the set of data, and
2. The direction of the trend.

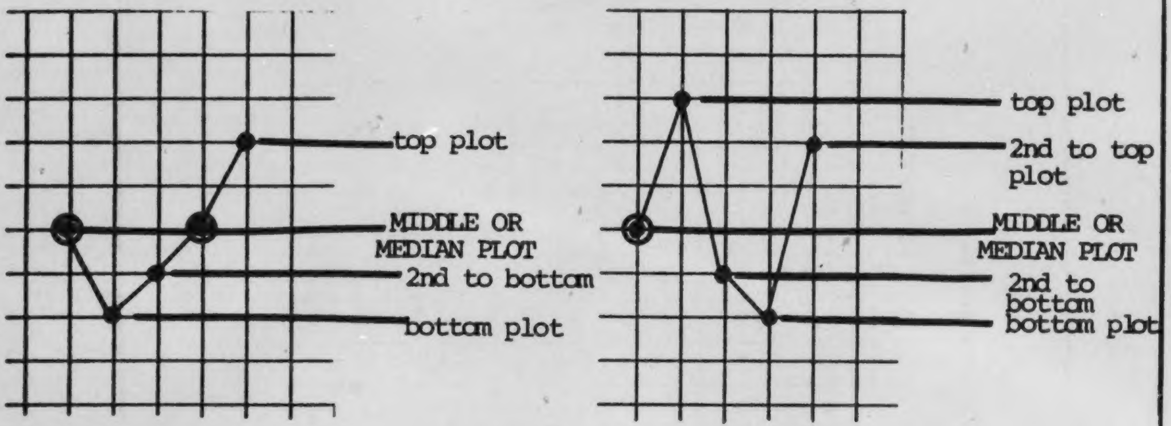
Median Scores

A median score is the middle-most point in a set of data. Half the data plots lie at or above the median point and half the data lie at or below the median point.

Table 3 shows two sets of data and indicates the median point in each set.

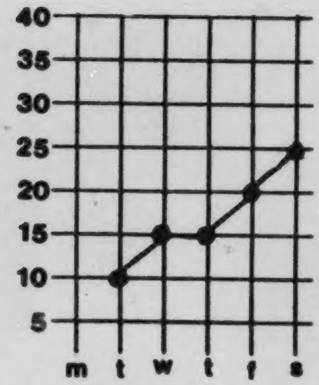
TABLE 3

MEDIAN POINTS

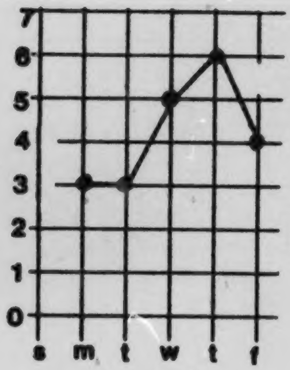


DEFINE MEDIAN:

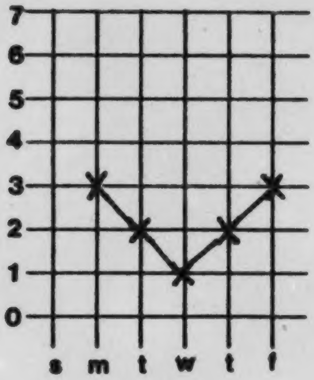
Select the median for each of the following sets of data.



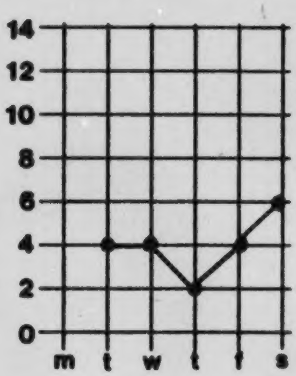
A. ________



B. ________



C. ________



D. ________

Medians: A = 15, B = 4, C = 2, D = 4

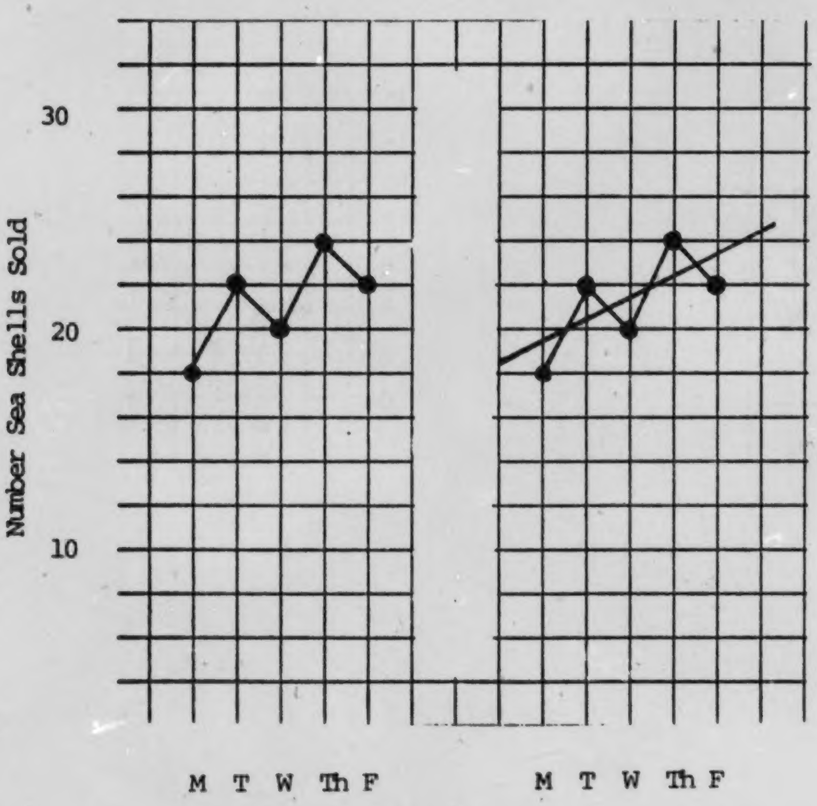
While it is not within the scope or purpose of this paper to teach you how to chart, it is imperative that you learn and efficiently use basic charting procedures.

To learn how to chart correct and error performance scores, read "MEASUREMENT," a SCAT monograph available from the SCAT office or the Division of Special Education, Len B. Jordan Building, Boise, Idaho 83720.

CALCULATING TRENDS ACROSS STUDENT PERFORMANCE DATA

Displaying data on charts makes it easier to interpret student scores than simply displaying the information in a table. And, calculating a trend across charted data makes the interpretation easier yet.

Below are two identical sets of data. Isn't it immediately easier to see the direction of student performance when a trend line (line of progress) is drawn across the data?



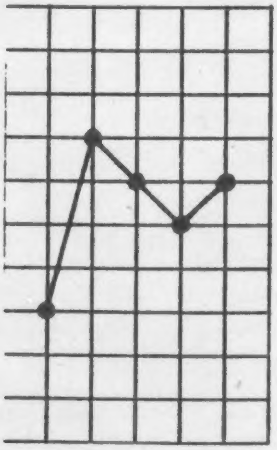
THE NUMBER OF SEA SHELLS SOLD BY SALLY

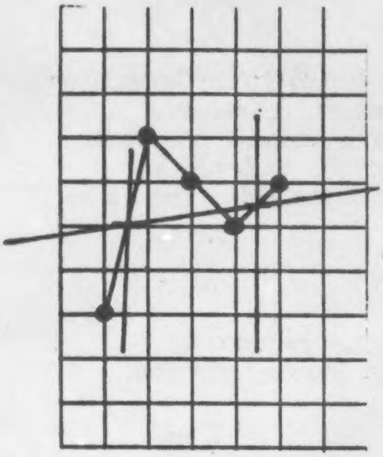
CALCULATING TRENDS ENABLES YOU TO DESCRIBE STUDENT PERFORMANCE ON CONTINUOUS SAMPLES. Because it is important to select students for support services who have poorer trends, or patterns of learning over time, it is important that you know how to calculate trends. Below are the steps for calculating trends on five days of performance:

1. Enter the raw data on a chart.
2. Draw a vertical (up & down) line between the first day of data and the 2nd day of data.
3. Draw a vertical line between the 4th day of data and the 5th day of data.
4. Draw a horizontal line (left to right) bwtween the first and second day of data.
5. Draw a horizontal line between the 4th and 5th day of data.
6. (The horizontal and vertical lines intersect between day one and day two and between day four and day five.)
7. Draw a line across the data, which connects the two points of intersection.

(For a detailed description of how to calculate trends across five days of data, read "The First Five Days Are the Hardest: Calculating Trends," a SCAT monograph available from the SCAT Project office or from the Division of Special Education, State Department of Education.)

Calculate a trend on the data below. Check your answer on the next page.





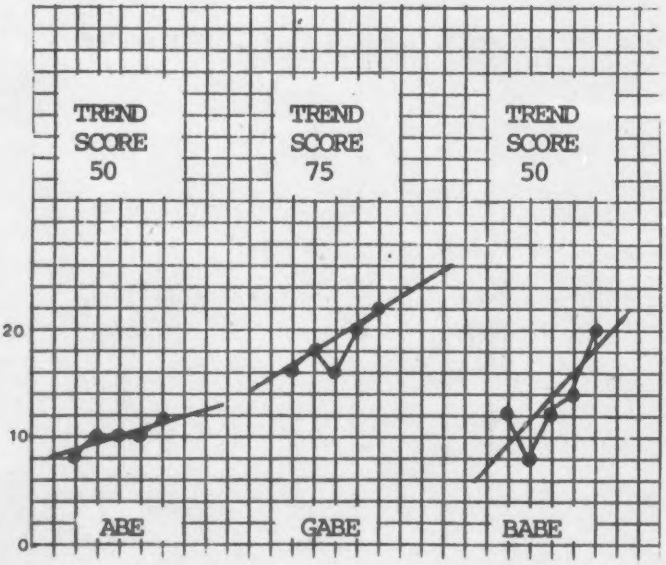
CHECK YOURSELF....

HOW'D YOU DO?

If you need more practice, read "The First Five Days Are the Hardest: Calculating Trends on Five Days of Performance."

SCORING TRENDS, OR: MAKING AN EASY THING EASIER

Describing student performance by trends or lines of progress is certainly easier than talking about individual data plots, but by assigning a TREND SCORE to each trend, the task becomes easier yet. For example, by scoring the trends below (using a formula you will soon learn), it is easy to discuss the relationship between the performance of Abe, Gabe, and Babe.



TREND DIRECTIONALITY

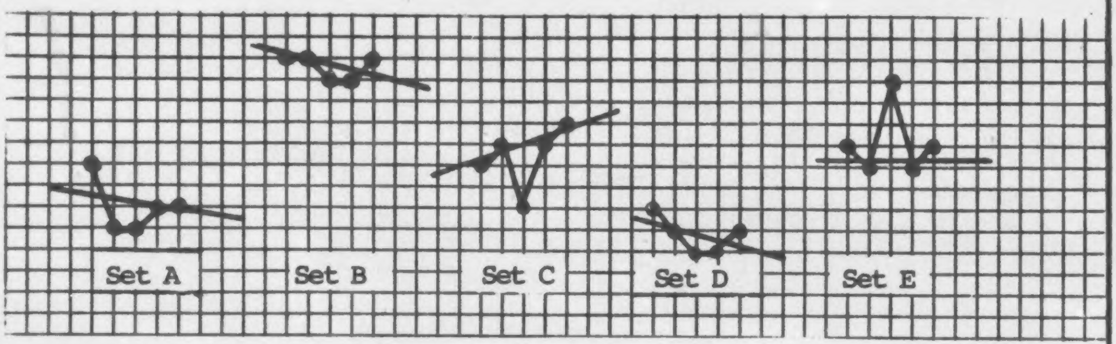
The second factor to consider in assigning a trend score is the direction of the trend.

Trends may accelerate (move up).
Trends may decelerate (move down).
or
Trends may remain flat.

On most academic and preacademic skills, it is most appropriate that trends for CORRECT RESPONSES ACCELERATE and trends for ERROR RESPONSES DECELERATE or remain flat at zero.

Decide if the trends below accelerate, decelerate or remain flat. Check your answers on the next page.

DETERMINING TREND DIRECTIONALITY



A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

SET A	DECELERATE (move down)
SET B	DECELERATE (move down)
SET C	ACCELERATE (move up)
SET D	DECELERATE (Move down)
SET E	FLAT

IF YOU GOT ALL THE ANSWERS CORRECT, YOU SHOULD TAKE A BREAK, CALL YOUR BEST FRIEND AND GO BUY A DOUBLE SCOOP OF CHOCOLATE CHIP MINT ICE CREAM! IF NOT, TAKE A BREAK AND HAVE A GLASS OF WATER.

ASSIGNING TREND SCORES

Trend Scores are determined by weighting the median score of a set of data and the direction of the probe. Trend scores are high for desired performance (high median scores for correct, low median scores for errors and accelerating trends for correct and decelerating trends for errors).

desired
(good performance)

- high median scores for correct
- low median scores for errors
- accelerating trends for corrects
- decelerating trends for errors
- flat errors at zero

Trend scores are assigned to each probe given to a student. A TOTAL TREND SCORE for a student is calculated by adding the individual trend scores of the 3 probes administered.

TABLE 4 displays the trend scores for correct and error trends.

TABLE 4

CORRECT AND ERROR TREND SCORES

CORRECT TRENDS...IS THE TREND:

ACCELERATING, with a

Median score of 25 +	100 pts.
Median score of 13 - 24	75 pts.
Median score of 0 - 12	50 pts.

FLAT, with a

Median score of 25 +	75 pts.
Median score of 13 - 24	50 pts.
Median score of 0 - 12	25 pts.

DECELERATING, with a

Median score of 25 +	50 pts.
Median score of 13 - 24	25 pts.
Median score of 0 - 12	5 pts.

ERROR TRENDS...IS THE TREND:

DECELERATING/FLAT, with a

Median score of 0 - 1	100 pts.

DECELERATING, with a

Median score of 2 - 3	75 pts.
Median score of 4 +	50 pts.

FLAT, with a

Median score of 2	75 pts.
Median score of 3 - 4	50 pts.
Median score of 5 +	25 pts.

ACCELERATING, with a

Median score of 0 - 2	75 pts.
Median score of 3 - 4	50 pts.
Median score of 5 +	5 pts.

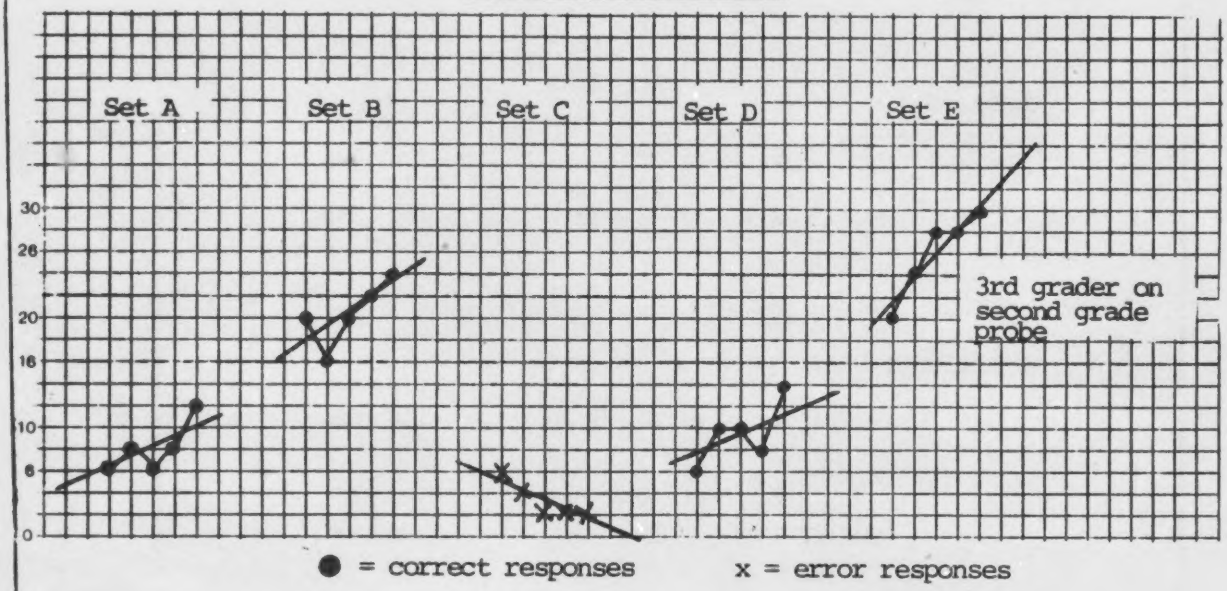
Adjustment Points

In most cases, students should be able to perform at least two correct responses on probes you select for use at their grade level. However, there will be instances when a child will not be able to perform the tasks selected. When this happens, RE-SELECT another probe(s) in the area of referral from an earlier grade.

EACH GRADE YOU DROP BACK IN THE RE-SELECTION PROCESS will result in a 100 point reduction in the student's total trend score.

Using the information on Table 4, assign scores to the trends below.

COMPUTING TREND SCORES



A.______ B.______ C.______ D.______ E.______

TREND SCORES:

Set A: Correct/Accelerating/median score 8/50 pts.

Set B: Correct/Accelerating/median score 22/75 pts.

Set C: Error/Decelerating/median score 2/75 pts.

Set D: Correct/Accelrating/median score 10/50 pts.

Set E: Correct/Accelerating/median score 28/100 pts - 100 pts for grade level reduction=0

The SCAT Project staff has developed, over the years, a number of charts which can be used efficiently during probing activities.

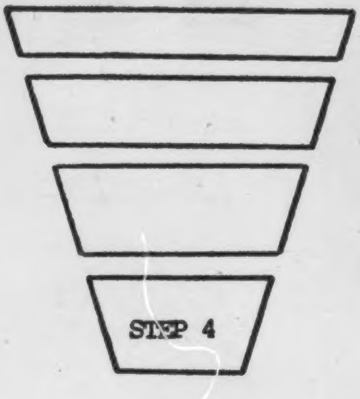
For further information concerning

- ordering probes, or
- supportive/technical information,

write or call the SCAT office:

707 W. Bannock
Boise, Idaho 83702

(208) 336-6551



step four

EVALUATING ASSESSMENT INFORMATION

By gradually gaining more skill information on a fewer number of students during the assessment process, you have established a solid data base for selecting students most in need of support services.

TOTAL TREND SCORES can be rank-ordered for children in each grade and selection could be made, very objectively, by selecting students with the lowest Total Trend Scores.

But while Total Trend Scores are valid descriptions of performance, teacher and parent in-put cannot and should not be overlooked in the selection process.

teacher in-put

Following probing activities, meet the regular classroom teachers and share with them the probing results. Many students will have the identical or similar scores. Teachers can be invaluable, in this case, in identifying students who might best be served in the regular classroom and students who might be best be served in a support service. Some students may be eliminated from the list because performance in the regular classroom has changed drastically since initial assessments were conducted.

The important thing to remember is that regular teachers have a wealth of information about student performance. Share your information with them and have them share theirs with you.

parent in-put

Of course parent in-put will be solicited during the Child Study Team meeting. But parent in-put during assessment can be very helpful. When you run into a problem regarding sporadic performance or other irregularities, seek parent in-put. Perhaps a child referred for probing assessment and who consequently scored very low, has had a very traumatic experience at home, or has just encountered a drastic change in his or her environment.

other district in-put

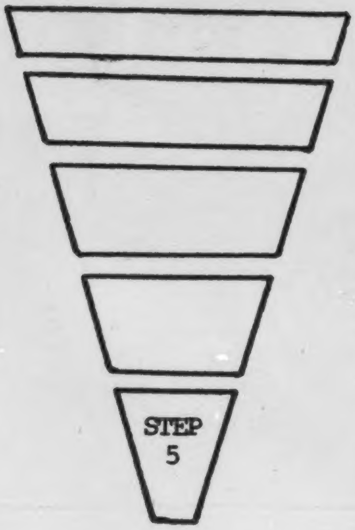
It is likely that your district may have other identification requirements for placing students in support services. Evaluate and weigh the information provided by other sources. In all cases, you should expect the information to

1. relate directly to statements about student performance on skills; or relate to classroom performance;

2. be supported by data;

   and

3. be based on more than a one-shot sample of performance



step five

REPORTING AND SHARING INFORMATION:
THE CHILD STUDY TEAM MEETING

A FINAL STEP

Recent federal and state legislation has mandated that every student identified as handicapped receive optimal services to meet individual needs.

At Child Study Team meetings, professionals and parents will discuss information about handicapped or potentially handicapped students. After reviewing all the data presented, decisions will be made about placement alternatives. But more importantly, decisions will be made regarding Annual Goals and the type of Individualized Program the learner will receive.

* *
* During the Child Study Team meeting you should carefully *
* present the data you have to the team, and just as carefully *
* evaluate the information provided by other team members. *
* *

Once a decision has been made to provide the student with support services, your job is just beginning. Encourage other professionals on your team to follow-through on the intent of legislation for handicapped learners. . . that is, to provide students improved, individually-appropriate programs designed to meet each child's specific needs.

As mentioned earlier, your job as an educator IS TO DECREASE the PERFORMANCE GAP between handicapped and non-handicapped learners. This will only occur if, once students have been identified, assessment information is used to identify appropriate annual goals, and annual goals are used as a basis for sequencing short term objectives which lead to instructional programs.

YOU THOUGHT THIS WAS GOING TO
BE A REVIEW PAGE !

THE TRUTH IS, YOU'RE TOO TIRED
NOW TO READ IT, AND I'M TOO TIRED
TO WRITE IT !

questions/answers

Most frequently asked questions about . . .

- ☐ GROUND HOGS AND THEIR SHADOWS
- ☐ LIONS, TIGERS AND BEARS (Oh my!)
- ☐ THE RELATIONSHIP BETWEEN SPACE AND TIME
- ☒ INITIAL ASSESSMENT
- ☐ WHERE TO GET A GOOD HAIRCUT, or
- ☐ HOW TO WRITE A 5-PAGE PAPER IN 700 HOURS.

Q. SINCE TEACHER-OBSERVATION FOLLOWED BY REFERRAL HAS RESULTED IN A HIGH CORRELATION OF SELECTING HANDICAPPED STUDENTS, WHY NOT RELY ON TEACHER JUDGEMENT AND SAVE TIME?

A. Research does report that the correlation between referral by experienced teachers is very high when compared with data-based assessments. The key word is EXPERIENCED. Since we do learn a good deal from trial and error, it is likely, over time, that teachers as well as others get more accurate in their judgements.' We need to conduct data-based assessment procedures to identify handicapped students BECAUSE not all classroom teachers have taught for a number of years.

On a similar line, we must now adhere to state and federal guidelines which mandate that placement in support services be substantiated by objective data. This is to protect students from being referred on the basis of "feelings" or "opinions" or possible "hear-say" about last year's performance.

Q. WHY ARE ONE-SHOT ASSESSMENTS INSUFFICIENT TO IDENTIFY HANDICAPPED STUDENTS?

A. One-shot assessments are insufficient to identify handicapped students because student performance can and sometimes does change drastically from one performance sample to the next. While an assessment tool includes a large sampling of items, enabling the student to answer a similar type of question many times, if it is given on a "bad day," the student's performance will be registered as less than his or her actual ability.

Multiple sample assessments ensure that students are given ample opportunities to demonstrate their skills under optimal conditions.

Q. WHY WAS THE SCAT SCREENER AND PROBE SERIES DEVELOPED?

A. The SCAT Screener was developed, initially, in 1974 to fill the void of skill-based, classroom-administered instruments. While there were many assessment instruments on the market, there are few which actually assess skills particular to your classroom in your district.

Likewise, there was a need for an assessment instrument which could be administered in a short period of time and which would result in information pertinent to regular classroom programming.

The probe series was developed in 1976 to assist resource room teachers in carrying out the third step of the identification process. To date, SCAT probes are available on basic skills in reading and math, Kindergarten through 6th grade.

Q. MANY STANDARDIZED ACHIEVEMENT TESTS CAN BE ADMINISTERED IN THE REGULAR CLASSROOM AND BY THE REGULAR CLASSROOM TEACHER. AREN'T THESE VALID INSTRUMENTS WHICH COULD IDENTIFY "HIGH-PRIORITY STUDENTS"?

A. While "high priority" students could be identified by rank-ordering scores from an achievement test, the results will be less sensitive than if you rank-order scores of subtests you select for your grade-level. Standardized tests compare your students against all other students in the COUNTRY; resulting test scores show the RELATIONSHIP between one student in your class and the students across the nation. If you want information about how your students perform in relationship to the rest of the country, give a standardized test. If you want information about how your students perform in relationship to one another on skills you've selected as crucial in your classroom, give a series of subtests which measures those skills.

Q. DURING THE FALL, WHEN SCHOOLS ARE CONDUCTING INITIAL ASSESSMENT PROCEDURES, WHAT IS THE COMBINED WEIGHT OF THE SCAT STAFF?

Are you kidding?

resources

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Lovitt, Kunzelmann, Harold, Nolen and Hulten. "The Dimensions of Classroom Data." *Journal of Learning Disabilities*, Volume 1, Number 12, December, 1968.

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appendices

a

ANSWER GUIDE

CHECK POINT, page 15.

1. The purposes of initial assessment are:
   - a. to identify learners in need of special services;
   - b. to identify specific program needs of individual students;
   - c. to identify appropriate annual goals and subsequent instructional programs for students; and
   - d. to provide a basis for assessment at the end of the school year which reflects student progress toward target goals.

2. The most valuable assessment procedures are not ONE-SHOT, but contain a NUMBER OF STEPS providing information which can be used for:
   - a. Initial assessment & identification;
   - b. Establishing annual goals; and
   - c. Grouping students for programming purposes according to skill ability.

3. In the SCAT assessment funnel system the five steps are:

   a. Group screening in the regular classroom;

   b. Identification of potentially handicapped students through a rank-ordering process;

   c. Continuous assessment of skills for students identified as potentially handicapped;

   d. Evaluation of continuous assessment data and a recording of "high priority" students; and

   e. Review and evaluation of assessment data and the selection of students for support services.

4. Guidelines for selecting a regular-classroom group screener include selecting an instrument which:

   a. reflects local district expectations;

   b. can be administered by classroom teachers;

   c. directly assesses classroom skills;

   d. can be objectively scored; and

   e. yields results which are used in setting annual goals and establishing classroom programs.

5. The SCAT regular classroom group screener consists of a series of SUBTESTS in reading and math. It is administered by THE REGULAR CLASSROOM TEACHER.

CHECK POINT, page 27.

Describe how a classroom teacher selects potentially handicapped students (high priority students) using the results of screener information.

After identifying a "percentage of students to be referred," teachers rank-order student screener scores from high to low in the areas of reading and math. Students who perform significantly below classroom peers (bottom 10-25 percent of scores) are considered for additional assessment. These are "high priority" or potentially handicapped students.

Rank order the following student scores:

(correct order) high to low

88	Eddy
88	Spike
84	Betty
83	Babe
79	Bike
64	Slim
56	Teddy
45	Tim
34	Sally
29	Bill
27	Gabe
13	Abe

If you were to refer the bottom 10% of these students (above) for additional assessment, which student or students would you refer?

(12 ÷ 10% = 1.2/rounded up = 2)

Abe
Gabe

Assuming that the students were 2nd graders, referred in the area of math, select three appropriate probes for use with them.

1. Number recognition 0-50
2. Write numbers in sequence to 100
3. Addition facts/sums to 10

(Other options described on page .)

b

SUMMARY: SKILL & SKILL-LEVEL INFORMATION

A survey was conducted in an effort to determine the most common grade level at which teachers expect students to have acquired basic competencies in reading and math. The survey consisted of three dimensions:

1. A Regular classroom teacher survey,
2. Examination of selected skills of the SCAT Screener, 1976, and
3. A review of basic competencies expectations as reported in summary information from
    - *The Seattle-Spokane-Tacoma Project (SST), and
    - *The Great Falls, Montana Precision Teaching Project

TABLE 1: REGULAR TEACHER CLASSROOM SURVEY

Table 1-Reading and Table 1-Math list selected competencies in reading and math and report the MODE of grade-level skill expectancy as determined by Regular classroom teachers from Franklin Elementary School. Range of responses are also reported. Teachers completing the survey/questionnaire (see appendices) included:

1	Kindergarten teacher
4	1st grade teachers
4	2nd grade teachers
2	3rd grade teachers
3	4th grade teachers
2	5th grade teachers
2	Special educators
1	Title 1 educator

Insert Table 1-Reading and Table 1-Math
About Here

TABLE 1-READING SKILLS

GRADE-LEVEL MODE AND RANGE OF EXPECTED SKILL ACQUISITION

Skill	Grade(s)/Term(s)	
	Mode	Range
Copy letters	1st F	K.F-1st F
Say letter names (See to say)	1st F	K.S-1st S
Say letter sounds/vowels	1st F	K.S-2nd S
Say letter sounds/consonants	1st F	K.S-2nd F
Say consonant blends	1st S	1st F-2nd S
Say consonant digraphs	1st S	1st F-2nd S
Say CVC words with short vowels	1st S	K.S-3rd F
Say words/consonant blends with short vowels	1st S	1st F-3rd F
Say CVCE words	1st S	1st F-3rd F
Say words/vowel variants with A	1st S 2nd S	1st F-3rd S
Say words/vowel variants with O	1st S	1st F-3rd S
Say words/vowel variants with long E	1st S	1st S-3rd S
Say words/long vowel combinations	1st S	1st S-3rd S
Say words/vowel teams	1st S	1st S-4th F
Say words/R-controlled vowels	1st S	1st F-3rd S
Say multi-syllable words	1st S	1st F-3rd S
Say contractions	2nd S	1st F-4th F

F=Fall term
S=Spring term

TABLE 1-READING SKILLS (CONTINUED)

	Grade(s)/Term(s)	
Skill	Mode	Range
Say words with prefixes	2nd S	1st F-4th F
Say words with suffixes	2nd S	1st F-4th F
Say words with endings	1st S 2nd S	1st F-3rd S
Say Dolch sight words Level 1	1st S	1st F-3rd S
Say Dolch sight words Level 2	2nd F	1st F-3rd S
Say Dolch sight words Level 3	2nd S	1st S-4th S

F=Fall term
S=Spring term

TABLE 1-MATH SKILLS

GRADE LEVEL MODE AND RANGE OF EXPECTED SKILL ACQUISITION

Skill	Grade(s)/Term(s) Mode	Grade(s)/Term(s) Range
Copy numbers 0-9	1st F	K. S-2nd F
Oral counting 0-100	1st F 1st S	1st F-2nd S
Number recognition 0-9	1st F	K. F-2nd F
Number recognition 0-50	1st F 1st S	1st F-2nd F
Write numbers in sequence to 100	1st S	1st F-2nd S
Write numbers 0-9	1st F	K. S-2nd F
Write numbers 0-24	1st F 1st S	1st F-2nd F
Write numbers 0-50	2nd F	1st F-2nd S
Set recognition amounts to 3	1st F	K. S-2nd F
Set recognition amounts to 10	1st S	K. S-2nd F
Addition Facts Sums to 3	1st F	1st F-2nd F
Addition Facts Sums to 10	1st F	1st F-2nd S
Addition Facts Sums to 18	1st S	1st S-3rd S
Addition Computation/ no carrying	2nd F	1st F-2nd S
Addition Computation Carrying	2nd S	2nd F-5th S
Subtraction Facts factors 0-3	1st F	1st F-2nd F
Subtraction Facts factors 0-9	1st S	1st F-3rd F

F=Fall term
S=Spring term

TABLE 1-MATH SKILLS (CONTINUED)

	Grade(s)/Term(s)	
Skill	Mode	Range
Subtraction Facts factors 0-18	2nd F	1st S-4th S
Subtraction computation without borrowing	2nd F	1st F-3rd S
Subtraction computation with borrowing	2nd S	2nd F-4th S
Multiplication Facts through 5	3rd F 3rd S	2nd F-4th F
Multiplication Facts through 10	4th F	2nd F-5th S
Division Facts	4th S	3rd F-5th S
Multiplication computation	3rd S 4th F	2nd S-5th S
Division Computation	4th S	3rd F-5th S
Multiplication/Division with decimals	5th S	4th F-6th F
Fractions/Conversions	5th S 6th F	4th F-6th S
Fractions/Computation	6th F	4th F-6th S

F=Fall term
S=Spring term

TABLE 2-READING AND TABLE 2-MATH

FREQUENTLY SELECTED SKILLS, SCAT SCREENER SUBTESTS, 1976

Table 2 reports frequently administered subtests of the SCAT screener at each grade level of project site schools. The information was obtained by reviewing and synthesizing screener information from Fall, 1976.

TABLE 2-READING SKILLS

Grade Level	Skills
Kindergarten	Say letter names. Say consonant sounds.
1st Grade	Say letter names. Say consonant sounds.
2nd grade	Say letter names. Say consonant sounds.
3rd Grade	Say vowel sounds. Say consonant sounds. Say consonant blends. Say consonant digraphs. Say words with vowel and consonant variants.
4th Grade	Say vowel sounds. Say consonant blends. Say consonant digraphs. Say vowel and consonant variants. Say multi-syllable words. Say contractions. Say words with prefixes. Say words with suffixes. Say words with word-endings.

TABLE 2-MATH SKILLS

Grade Level	Skills
Kindergarten	Number recognition 0-9 Write numbers 0-9 Set recognition/amounts to 10
1st Grade	Number recognition 0-9 Write numbers 0-24 Set recognition 0-10 Addition facts, sums to 10 Subtraction/factors 0-9
2nd Grade	Number recognition 0-9 Write numbers 0-24 Set recognition 0-10 Addition facts, sums to 10 Subtraction/factors 0-9
3rd Grade	Write numbers in sequence to 100 Addition facts/sums to 18 Addition computation/no carrying Addition computation/carrying Subtraction facts/factors 0-9 Subtraction computation without borrowing Subtraction computation with borrowing
4th Grade	Write numbers in sequence to 100 Addition facts, sums to 18 Addition computation/no carrying Addition computation/carrying Subtraction facts/factors 0-9 Subtraction without borrowing Subtraction with borrowing

TABLE 3. SUMMARY OF CRITICAL SKILLS AS IDENTIFIED BY THE SST PROJECT AND THE GREAT FALLS, MONTANA PRECISION TEACHING PROJECT FOR SPECIFIC GRADE LEVELS (FOR IDENTIFICATION PURPOSES ONLY)

Grade Level	SST Project Identif. Skills	Precision Teaching
Kindergarten	Say letter names Copy 0 and 1	
1st Grade	Say letter names Copy numbers	Copy numbers Write letters Say letters
2nd Grade	Say words Copy numbers	Write numbers Write letters Say phrases
3rd Grade	Say words Copy numbers	Write add facts Write words Say phrases
4th - 8th	Write letters cursive Write words from dictation Write numbers/multiplication Write numbers/addition Write numbers/subtraction Write numbers/division Say words	

C

Sample charts and forms.

Student: ______________ Total trend score: __________

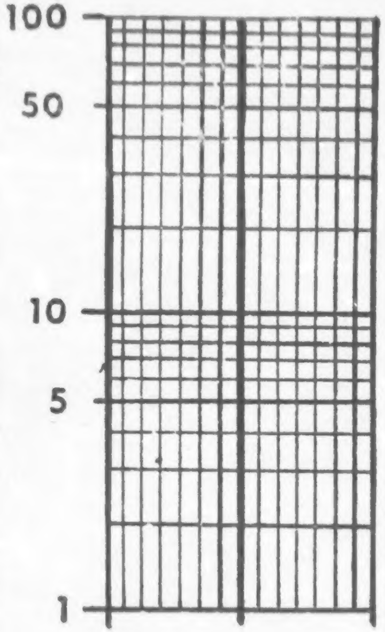
#c/e __

notes

date

probe: ________

area: ________



trend: ________

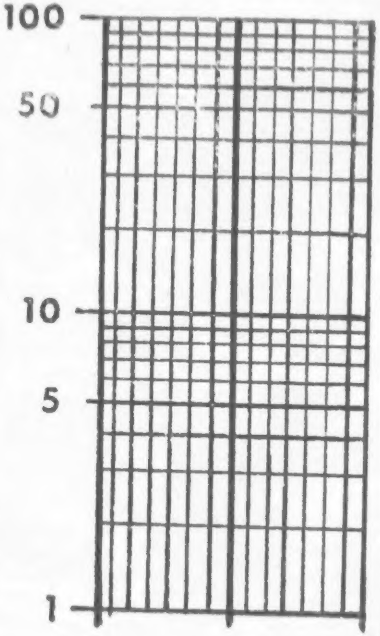
#c/e __

notes

date

probe: ________

area: ________



trend: ________

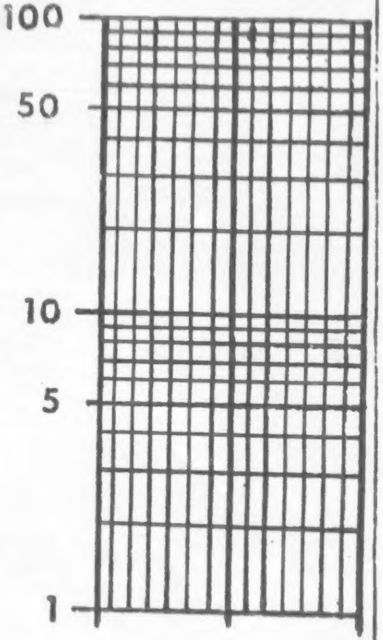
#c/e __

notes

date

probe: ________

area: ________



trend: ________

RANK ORDER SHEET

Reading

Math

HIGHEST SCORE	NAME OF PUPIL
________	____________________
________	____________________
________	____________________
________	____________________
________	____________________
________	____________________
________	____________________
________	____________________
________	____________________
________	____________________
________	____________________
________	____________________
________	____________________
________	____________________
________	____________________
________	____________________
________	____________________
________	____________________
________	____________________

LOWEST SCORE
TOTAL NUMBER OF SCORES:
LOWEST 25% OF SCORES (From________score to________score)

SKILLS GROUPING SHEET

skill: ______________________

skill: ______________________

skill: ______________________

skill: ______________________

skill: ______________________

skill: ______________________

skill: ______________________

skill: ______________________

skill: ______________________

CLASS SUMMARY SHEET

Teacher ______________________

Grade ______________________

Students	Subtests							Screening Score

MONOGRAPH EVALUATION
(please complete, detach, and send back)

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stamp

SCAT PROJECT

DEPARTMENT OF EDUCATION

SPECIAL EDUCATION DIVISION

LEN B. JORDAN BUILDING

BOISE, IDAHO 83720

Please assist us in improving this monograph series by sharing your opinions with us:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. This material was new to me.					
2. I plan to try some of these procedures in my classroom/program.					
3. The material was clear and easy to understand.					
4. I am interested in more information on this topic.					

The items/procedures/suggestions I found most interesting/helpful were:

My recommendations for improving/changing this monograph are:

Support, Competency-Assistance & Training

probes

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PROBING

The Probes provided here are to be used as part of the Initial Assessment Procedures as outlined by the SCAT Project in Systematic Instruction. For instruction and information in Probing read the SCAT Monograph, Initial Assessment.

For more assistance or information contact your regional SCAT Staff member or write to:

The SCAT Project
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PROBES

for

READING and MATH

READING PROBES

R-1a	Letter Matching
R-1b	Letter Matching
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R-2b	Copy Letters/ Hear to Write Letters
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R-4	Hear to Write Letters: Probe Suggestions
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R-10	Write Final Consonants: Probe Suggestions
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R-11c	Say CVC Words: Short i
R-11d	Say CVC Words: Short o
R-11e	Say CVC Words: Short u
R-11f	Say CVC Words: Short e
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R-13c	Say Words: Consonant Blends with Short Vowels
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R-14a	Say Consonant Digraphs
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R-14d	Probe Suggestion

Reading Probes Con't

R-15a	Say Words: Vowel Variants with a
R-15b	Say Words: Vowel Variants with i
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R-15d	Say Words: Vowel Variants with u
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R-15f	Say Words: Vowel Teams oi, oy, ou, ow, oo, aw, al, and au
R-15g	Say Words: R Controlled Vowels
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R-16	Say Single and Multi-syllable Words
R-17	Say Contractions
R-18	Say Words with Prefixes
R-19	Say Words with Suffixes
R-20	Say Words with Endings

PROBE: Letter Matching **NUMBER:** R-1a

p g p	h n n	B R B	a a o	B P P	D D P	(6)
Q O O	m n m	y x y	C E E	z z w	n u u	(12)
i i j	Z S S	j j q	H H B	T I T	k k h	(18)
F E F	x x k	I L L	v w v	c c e	P R R	(24)
s s c	M W M	g q g	Q G G	V Y Y	Q O Q	(30)
M W W	J J T	v x x	e a e	d b d	l l t	(36)
(6)	(12)	(18)	(24)	(30)	(36)	

PROBE: Letter Matching **NUMBER:** R-1b

z	n	c	z	e	u	z	s	(2)
b	h	b	k	b	d	b	h	(5)
J	L	P	J	J	U	F	J	(8)
e	e	u	c	e	o	e	e	(12)
P	D	P	P	B	b	D	H	(14)
S	J	S	Y	S	G	B	S	(17)
f	f	f	t	d	f	f	t	(21)
Y	X	M	Y	K	Z	Y	Y	(24)
g	j	g	g	q	y	j	g	(27)
u	j	u	Q	u	u	o	G	(30)

PROBE: Copy Letters **NUMBER:** R-2a

O q T n e H p F B c

____ ____ ____ ____ ____ ____ ____ ____ ____ ____ (10)

s A g W D I a G u J

____ ____ ____ ____ ____ ____ ____ ____ ____ ____ (20)

l m x R b V z y C K

____ ____ ____ ____ ____ ____ ____ ____ ____ ____ (30)

PROBE: Copy Letters / Hear to Write Letters **NUMBER:** R-2b

PROBE: No Probe **NUMBER:** R-3

Suggestion: Use Probes R-4, R-5 or R-6

PROBE: Say Letter Names: Lower Case **NUMBER:** R-5

t	g	i	w	r	u	b	e	d	x	(10)
h	a	v	n	k	f	c	m	z	p	(20)
l	d	y	o	j	s	a	q	e	b	(30)
u	r	w	i	g	t	p	x	m	a	(40)
f	k	h	v	z	n	s	j	o	c	(50)
d	l	u	r	b	w	e	y	q	m	(60)
c	g	i	s	a	t	p	h	o	f	(70)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	(63)	(70)	

PROBE: Say Letter Names: Upper Case **NUMBER:** R-6

S	N	G	D	W	H	P	V	L	C	(10)
Y	B	K	O	T	R	U	Z	A	J	(20)
E	M	X	I	Q	F	C	L	V	P	(30)
H	W	D	G	N	S	J	A	Z	U	(40)
R	T	O	K	B	Y	F	Q	I	X	(50)
M	E	V	N	C	U	S	A	P	L	(60)
B	J	K	H	W	D	R	Y	G	O	(70)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	(63)	(70)	

PROBE: Write Letters Alphabetically **NUMBER:** R-7

_____ _____ _____ _____ _____ _____ _____ _____ _____ (9)

_____ _____ _____ _____ _____ _____ _____ _____ _____ (18)

_____ _____ _____ _____ _____ _____ _____ _____ _____ (27)

_____ _____ _____ _____ _____ _____ _____ _____ _____ (36)

_____ _____ _____ _____ _____ _____ _____ _____ _____ (45)

_____ _____ _____ _____ _____ _____ _____ _____ _____ (54)

_____ _____ _____ _____ _____ _____ _____ _____ _____ (63)

PROBE: Say Consonant Sounds **NUMBER:** R-8a

n	p	t	b	h	f	w	g	k	s	(10)
d	z	c	y	m	q	l	x	r	j	(20)
s	v	k	g	w	z	h	b	t	p	(30)
n	j	r	x	v	m	q	y	c	f	(40)
d	s	w	l	x	r	k	g	j	h	(50)
m	v	y	b	c	t	p	f	d	n	(60)
(6)	(12)	(18)	(24)	(30)	(36)	(42)	(48)	(54)	(60)	

PROBE: Say Consonant and Short Vowel Sounds **NUMBER:** R-8b

a	d	o	k	e	t	m	q	j	u	z	i	(12)
b	v	p	i	c	r	a	f	u	g	s	x	(24)
e	h	a	l	n	o	y	w	z	g	j	b	(36)
c	l	r	e	d	t	n	g	b	a	f	p	(48)
k	w	i	y	s	o	v	m	x	u	g	s	(60)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	(55)	(60)	

PROBE: No Probe **NUMBER:** R-9

Suggestion: Use Probe R-8

PROBE: No Probe **NUMBER:** R-10

Suggestion: Use Probe R-8

PROBE: Say Vowel Sounds **NUMBER:** R-11a

a	i	e	u	o	e	i	u	o	a	(10)
i	u	o	e	a	u	e	a	i	o	(20)
e	o	u	a	i	e	u	o	a	i	(30)
o	u	i	e	a	u	e	i	o	a	(40)
i	a	e	u	o	u	a	e	i	o	(50)
u	i	o	a	e	o	u	i	a	e	(60)
(6)	(12)	(18)	(24)	(30)	(36)	(42)	(48)	(54)	(60)	

PROBE: Say CVC Words: Short a **NUMBER:** R-11b

mad	rag	ham	fan	nap	sat	wax	cab	(8)
tax	pat	lap	ran	jam	tag	had	gab	(16)
can	bat	gap	wag	dad	jab	map	rat	(24)
sag	dab	ram	cap	man	pad	hat	rap	(32)
lad	tab	cat	sap	pan	bag	gas	bad	(40)
lad	hat	gag	jam	tap	van	nag	fad	(48)
zap	dad	lag	bat	ran	had	tan	map	(56)
cab	wax	sat	nap	fan	ham	rag	mad	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say CVC Words: Short i **NUMBER:** R-11c

him	kid	zip	wig	tin	fit	bib	mix	(8)
sip	did	lip	pig	rib	six	pin	hit	(16)
big	tip	dim	lid	fix	win	dig	hip	(24)
rim	fin	rid	kit	dip	jig	nip	pit	(32)
bid	lit	sin	fib	kin	hid	fig	sit	(40)
rip	tin	rig	lid	dip	big	win	tip	(48)
mix	bib	fit	tin	wig	zip	kid	him	(56)
hit	pin	six	rib	pig	lip	did	sip	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say CVC Words: Short o **NUMBER:** R-11d

dog	nod	box	got	hot	mop	job	pot	(8)
fox	hop	rob	sod	jog	cot	mob	jot	(16)
lot	hog	not	top	cob	rod	sob	pod	(24)
tot	log	pop	fog	rot	cop	dot	box	(32)
pot	job	mop	nod	got	box	hot	dog	(40)
jot	mob	cot	jog	sod	rob	hop	fox	(48)
pod	sob	rod	cob	top	not	hog	lot	(56)
box	job	rot	dot	fog	pop	log	tot	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say CVC Words: Short u **NUMBER:** R-11e

pup	hum	fun	tug	but	mud	cub	rug	(8)
sun	cut	jug	cup	rub	gum	bud	mug	(16)
run	gun	nut	bum	tub	hut	sub	hug	(24)
mud	cup	bun	lug	nun	dug	rut	bug	(32)
rug	cub	mud	fun	bug	tug	hum	pup	(40)
mug	rub	gum	bud	cup	jug	cut	sun	(48)
hug	sub	hut	bum	tub	gun	run	nut	(56)
cup	mud	lug	nun	rut	bun	bug	dug	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say CVC Words: Short e **NUMBER:** R-11f

men	bed	leg	web	hem	get	pep	let	(8)
red	ten	beg	pet	yes	met	wet	led	(16)
bet	keg	den	wed	yet	hen	peg	net	(24)
set	pen	jet	yes	get	men	red	ten	(32)
pep	let	get	hem	web	leg	bed	men	(40)
led	wet	met	yes	pet	beg	ten	red	(48)
net	peg	hen	yet	wed	den	keg	bet	(56)
ten	red	men	get	yes	jet	pen	set	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say CVC Words: Short a, i, o, u, and e **NUMBER:** R-11g

but	jam	get	dip	fox	lid	rob	hum	(8)
zap	pen	win	mop	nag	fun	pig	nod	(16)
hem	sad	rub	can	sit	lot	hug	ten	(24)
yes	dog	cup	mix	bag	lab	web	lip	(32)
rug	not	gun	kid	peg	map	box	sub	(40)
fib	job	vet	pad	dot	hip	run	cab	(48)
pop	yet	hut	van	ram	kit	led	gum	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

PROBE: Say CVC and CVCe Words **NUMBER:** R-11h

nod	take	cube	let	side	hum	pad	rope	(8)
kid	rule	fade	bag	yet	fine	run	joke	(16)
tube	pen	win	vote	tape	rob	pipe	gun	(24)
jam	sub	hike	hot	lame	fib	mule	bone	(32)
save	dune	web	dive	tin	pole	cat	box	(40)
dim	pig	job	tune	fun	make	cove	vet	(48)
(6)	(12)	(18)	(24)	(30)	(36)	(42)	(48)	

PROBE: No Probe **NUMBER:** R-11i

Suggestion: Use Probe R-8b

PROBE: Say Vowel Sounds / Marked **NUMBER:** R-12a

ă	ē	ū	ĭ	ĕ	ō	ŭ	ŏ	ī	ā	(10).
ŏ	ĭ	ā	ē	ŭ	ă	ĕ	ō	ū	ī	(20)
ā	ĭ	ŏ	ū	ĕ	ī	ă	ŭ	ō	ē	(30)
ă	ō	ī	ĕ	ū	ā	ē	ĭ	ŭ	ŏ	(40)
ē	ĭ	ō	ă	ŭ	ŏ	ū	ĕ	ā	ī	(50)
ă	ē	ī	ū	ŏ	ĕ	ā	ō	ĭ	ŭ	(60)
(6)	(12)	(18)	(24)	(30)	(36)	(42)	(48)	(54)	(60)	

PROBE: Say CVCe Words: Long a **NUMBER:** R-12b

name	safe	bake	date	gaze	hate	made	sale	(8)
lane	tape	save	cake	hate	base	fade	lame	(16)
gave	case	same	pale	make	gate	fake	came	(24)
fame	pave	fate	mane	late	game	cane	daze	(32)
lake	cape	wake	cave	dame	maze	mate	wade	(40)
rake	tale	dale	make	pane	rate	wave	tame	(48)
babe	gale	take	rave	gave	safe	cake	made	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

PROBE: Say CVCe Words: Long i **NUMBER:** R-12c

bike	five	hide	kite	nine	pile	time	wipe	(8)
dime	hike	life	mile	pipe	ride	mine	size	(16)
file	dine	hive	dive	wide	pine	tide	wine	(24)
wife	side	bike	like	tile	line	quite	ripe	(32)
dike	five	hide	fine	pike	nine	time	vine	(40)
size	ride	mine	pipe	mile	life	hike	dime	(48)
wine	tide	pine	wide	hive	file	hive	dine	(56)
ripe	quite	line	tile	like	wife	side	bike	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say CVCe Words: Long o **NUMBER:** R-12d

pole	code	rope	home	note	bone	joke	doze	(8)
coke	rode	hole	rose	dope	cove	dome	vote	(16)
hope	rove	nose	cone	robe	cope	poke	role	(24)
nope	quote	mole	doze	joke	code	note	home	(32)
cove	bone	pole	vote	dome	rope	dope	rose	(40)
hole	cone	coke	role	poke	cope	robe	rode	(48)
nose	rove	hope	mole	quote	nope	pole	bone	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

PROBE: Say CVCeWords: Long u **NUMBER:** R-12e

tune	cute	dude	mule	dune	mute	cube	rude	(8)
tube	fuse	rule	nude	fume	mule	dude	cute	(16)
rude	cube	mute	dune	mule	cute	tune	dude	(24)
cute	rude	dude	cube	mute	mule	fume	dune	(32)
nude	mule	rule	dude	fuse	cute	tune	tube	(40)
fuse	tube	nude	rule	tune	cube	rude	mute	(48)
mute	tune	fuse	mule	cube	fume	cute	rule	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

PROBE: Say CVCe Words: Long a, i, o, and u **NUMBER:** R-12f

safe	hike	mole	fume	bone	pile	tape	tune	(8)
robe	cute	dive	case	note	tube	side	cave	(16)
rake	duke	fine	home	code	wife	lame	rule	(24)
pipe	coke	size	fade	rope	tale	dime	cube	(32)
cane	late	cove	dude	bike	pole	mule	time	(40)
fuse	dope	ride	dune	tile	base	doze	take	(48)
vote	cape	nine	joke	save	kite	rude	wade	(56)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	

PROBE: No Probe **NUMBER:** R-12g

Suggestion: Use Probe R-11h

PROBE: Say Consonant Blends **NUMBER:** R-13a

sc	bl	tr	spl	gl	sl	sw	dr	fr	st	(10)
pl	squ	cr	sm	scr	pr	sp	fl	spr	gr	(20)
br	sl	str	st	fr	sk	dr	sl	gl	spl	(30)
tr	bl	sc	cl	gr	spr	fl	sp	sw	scr	(40)
cr	squ	fr	st	pl	sl	br	sk	pr	sm	(50)
sp	cr	sw	fl	str	spr	gr	cl	sn	gl	(60)
spl	str	tr	dr	bl	sk	sc	st	sm	sl	(70)
(7)	(14)	(21)	(28)	(35)	(42)	(49)	(56)	(63)	(70)	

PROBE: Say Consonant Blends and Digraphs **NUMBER:** R-13b

sc	th	fr	scr	pl	sn	sh	dr	sm	gr	(10)
pr	sw	gl	sp	cl	br	spl	wh	thr	sl	(20)
bl	str	ph	gr	spr	tw	squ	fl	ch	cr	(30)
sk	th	br	st	phr	sm	dr	tw	sn	pl	(40)
scr	fr	th	sc	sl	cl	wh	spl	tr	sh	(50)
sp	gl	sw	pr	cr	ch	fl	squ	st	spr	(60)
sk	str	cl	dr	gr	sm	pl	sc	thr	ph	(70)
scr	fl	gl	st	tr	phr	th	bl	cr	tw	(80)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	(72)	(80)	

PROBE: Say Words / Consonant Blends with Short Vowels **NUMBER:** R-13c

spell	slip	crab	stop	fresh	skip	squint	plan	(8)
blot	scrub	drum	split	fleck	brag	bless	snip	(16)
grab	spun	trot	club	blend	sprint	flag	smack	(24)
spent	grin	cram	swift	strap	scan	plug	glad	(32)
draft	stub	plot	scab	swell	prop	drip	clamp	(40)
fry	sled	grid	span	plot	glad	stem	swam	(48)
cramp	bran	print	crop	trap	plus	drag	strip	(56)
scrap	slum	skim	flat	trip	snob	clod	splash	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64) 'od	

PROBE: Say Words / Consonant Blends and Digraphs with Short Vowels **NUMBER:** R-13d

clamp	drip	spill	when	plum	shop	splash	skunk	(8)
grass	swim	frog	blink	chunk	then	smell	club	(16)
snug	brand	ship	glass	strong	whip	dress	pluck	(24)
think	clock	blush	scram	trunk	skit	check	crop	(32)
flat	press	squint	craft	stomp	plop	shrink	slug	(40)
scat	chin	print	flash	squish	cross	blend	slush	(48)
prank	flock	draft	spring	graph	that	truck	shot	(56)
spent	thing	stuck	chill	gloss	fleck	grand	frost	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say Consonant Digraphs **NUMBER:** R-14a

wh	sh	th	ch	wh	ph	th	ch	sh	wh	(10)
th	ch	wh	th	sh	th	sh	wh	ch	ph	(20)
sh	th	wh	ch	ph	ch	wh	th	sh	ch	(30)
sh	wh	th	sh	ch	wh	ch	th	sh	ph	(40)
wh	ph	ch	th	sh	wh	ch	th	wh	sh	(50)
ph	ch	wh	th	sh	th	wh	th	ch	sh	(60)
(6)	(12)	(18)	(24)	(30)	(36)	(42)	(48)	(54)	(60)	

PROBE: No Probe **NUMBER:** R-14b

Suggestion: Use Probe R-13b

PROBE: Say Words / Consonant Digraphs with Short Vowels **NUMBER:** R-14c

bath	when	chip	thud	chat	ship	gosh	that	(8)
hash	chin	this	chop	shut	thin	whip	moth	(16)
mesh	shop	chum	think	cash	path	shag	whim	(24)
thing	shot	fish	chat	shock	thank	with	bunk	(32)
chap	which	dish	long	thick	math	then	chick	(40)
rich	whiff	chunk	shack	song	wish	chill	shall	(48)
dash	thus	hunk	chug	rash	much	shock	when	(56)
then	shag	chat	lash	with	whiff	chop	think	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: No Probe **NUMBER:** R-14d

Suggestion: Use Probe R-13d

PROBE: Say Words / Vowel Variants with a **NUMBER:** R-15a

made	paid	game	late	say	shake	rain	way	(8)
brave	tray	scale	tape	plane	sail	bait	clay	(16)
case	safe	day	blaze	may	tail	fake	pain	(24)
jail	same	gay	skate	maid	grade	spray	whale	(32)
stay	scrape	wait	daze	braid	slave	cane	play	(40)
main	tame	trail	wade	stray	gate	take	gray	(48)
male	brake	gave	lay	cape	fail	pray	train	(56)
chain	graze	sway	base	drain	stale	name	pay	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say Words / Vowel Variants with i **NUMBER:** R-15b

size	cry	drive	like	fine	why	hide	night	(8)
smile	my	tribe	wife	by	quite	time	sight	(16)
stripe	high	pine	dry	wide	bike	try	hive	(24)
bribe	fry	prize	white	sly	life	fight	while	(32)
sky	grime	wipe	light	pride	fly	dive	might	(40)
strike	tile	wine	shy	right	bite	wise	pry	(48)
tight	slide	crime	why	hike	fry	pipe	shine	(56)
strife	try	slight	file	high	kite	swipe	lime	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say Words / Long Vowel Variants with o **NUMBER:** R-15c

go	stone	vote	soak	boat	low	smoke	loaf	(8)
tow	robe	road	moan	code	no	croak	drove	(16)
rope	whole	load	dome	soap	blow	coat	so	(24)
bone	loan	slow	coke	doze	go	float	groan	(32)
grove	toad	no	cloak	grow	broke	throne	roam	(40)
home	joke	throat	so	dope	goat	moat	mow	(48)
phone	woke	row	boat	no	pole	soap	loaf	(56)
oak	so	load	slope	mole	stove	flow	soak	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say Words / Vowel Variants with Long e **NUMBER:** R-15d

be	leaf	mean	feet	weak	seed	three	ream	(8)
tea	deal	street	heat	beam	read	clean	meek	(16)
eat	sneak	meal	teen	be	lead	he	she	(24)
bean	free	bleak	heal	neat	lean	dream	real	(32)
he	seat	bee	freak	treat	scream	bead	peel	(40)
beat	wheat	heap	streak	flee	meet	tree	cheat	(48)
gleam	fee	stream	jeep	cheap	sleep	each	week	(56)
steam	pea	east	beat	scream	teeth	meat	leak	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say Words / Long Vowel Combinations **NUMBER:** R-15e

hide	no	pay	mean	high	rude	week	cave	(8)
loaf	raid	joke	my	be	low	team	dude	(16)
so	same	moan	feet	yoke	by	bait	row	(24)
pipe	lay	go	seat	me	robe	tail	cube	(32)
case	sigh	hay	we	tow	fine	loaf	try	(40)
queen	vote	say	read	wife	paid	cute	gave	(48)
cake	bee	rule	boat	lean	now	fry	home	(56)
bow	kite	he	seed	day	cry	hail	neat	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say Words/Vowel Teams
oi, oy, ou, ow, oo, aw, al, au

NUMBER: R-15f

soil	cow	round	moon	toy	jaw	took	small	(8)
food	how	boil	wood	calm	fault	out	law	(16)
book	found	call	joy	foil	now	cool	ouch	(24)
coin	pow	haul	room	yawn	all	foot	sound	(32)
boy	south	wall	claw	soon	oil	wow	cook	(40)
raw	boot	malt	plow	spoil	couch	gauze	pound	(48)
chow	broil	pouch	hook	bald	shoot	lawn	salt	(56)
hound	booth	look	fall	draw	hood	howl	coil	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say Words / R Controlled Vowels **NUMBER:** R-15g

her	turn	fork	bird	car	year	chair	scare	(8)
pear	earn	jerk	star	hair	care	flirt	burn	(16)
storm	firm	dear	search	term	learn	rare	sharp	(24)
clear	fair	burp	yarn	glare	mark	near	for	(32)
part	heard	pair	curb	smear	start	sir	ear	(40)
tear	barn	share	herd	curl	third	gear	torn	(48)
arm	dark	fear	flair	short	dare	fern	bear	(56)
chirp	born	church	stare	pearl	hear	art	porch	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say Words / Short, Long, and R Controlled Vowels **NUMBER:** R-15h

flat	five	no	leaf	paid	high	stare	rude	(8)
snug	yard	by	feet	coat	blow	me	slave	(16)
leg	sway	ship	tube	thin	soap	gag	stern	(24)
strain	year	sight	rub	hurt	quake	real	be	(32)
shot	broke	so	dip	slow	jot	sway	pair	(40)
cube	year	roam	deal	nine	get	mail	hug	(48)
hide	day	storm	woke	job	seen	throw	fight	(56)
third	weep	cake	learn	whole	brag	my	hen	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say Single and Multi-syllable Words **NUMBER:** R-16

rabbit	fantastic	submit	dishcloth	hotel	fade	jacket	table	(8)
tumble	jello	monument	plastic	upset	locate	cabin	boat	(16)
gentle	title	mitten	remember	hundred	daylight	begin	wagon	(24)
ruffle	uncle	mean	channel	dentist	silent	radish	department	(32)
flatpole	pail	sample	happen	himself	cobweb	zero	polish	(40)
inside	address	chipmunk	minus	fuse	bundle	sunshine	comic	(48)
himself	inside	street	camel	before	kidnap	tangle	locate	(56)
letter	mistake	tulip	robin	uncle	read	maybe	twinkle	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say Contractions **NUMBER:** R-17

can't	I'm	isn't	they're	he'd	they'll	haven't	I've	(8)
he's	won't	they'd	I'll	she's	wouldn't	she'll	we're	(16)
couldn't	she's	they've	I'd	you'll	shouldn't	we've	we'll	(24)
aren't	she'd	you're	he's	we'd	you've	he'll	you'd	(32)
don't	hadn't	didn't	can't	I'm	isn't	he'd	they're	(40)
they'll	haven't	I've	he's	won't	they'd	I'll	she's	(48)
wouldn't	she'll	we're	couldn't	she's	they've	I'd	you'll	(56)
shouldn't	we've	we'll	aren't	she'd	you're	he's	we'd	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say Words with Prefixes **NUMBER:** R-18

ahead	behalf	forearm	misbehave	outplay	recall	subway	unfair	(8)
rewrite	transform	depart	unhappy	around	inscribe	outgoing	preflight	(16)
hyperactive	underpaid	anticlimax	dislike	interview	overwhelm	presoak	reuse	(24)
upon	reread	supermarket	circumnavigate	incorrect	overload	dissimilar	upset	(32)
superman	aground	unpack	transfuse	misspell	return	cohost	outside	(40)
preheat	nonstop	inside	forbid	undress	antifreeze	demerit	remake	(48)
outlaw	misplace	befall	alike	transplant	undershirt	return	prepaid	(56)
abnormal	dissmiss	oversee	introduce	foretell	remove	subset	untie	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say Words with Suffixes **NUMBER:** R-19

wasteful	brightness	bothersome	yellowish	sweetness	movable	excitement	expression	(8)
hidden	thankful	statehood	careless	pavement	workmanship	addition	movement	(16)
foolish	placement	careful	likeness	helpless	sportsmanship	greenish	wonderment	(24)
cheerful	shipment	direction	weaken	girlish	workable	sickness	shameless	(32)
manhood	wholesome	readable	tasteful	selfish	madness	payment	subtraction	(40)
explosion	leadership	wishful	goodness	fearful	lifeless	childish	neatness	(48)
enjoyment	useful	hardship	confusion	embarrassment	sadness	brownish	hopeless	(56)
boyish	betterment	helpful	development	sisterhood	friendship	fixable	beaten	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

PROBE: Say Words with Endings **NUMBER:** R-20

sandy	widely	creaked	tosses	soaking	bumper	faintest	busted	(8)
messy	daily	tugged	nights	spotter	flattest	winning	cubed	(16)
latest	joking	shiney	cried	smoker	lucky	blesses	leaking	(24)
jumpier	brainy	silliest	squeaky	roped	cracks	cleanest	holy	(32)
flyer	freshly	tapped	crushes	skinny	voted	baker	finest	(40)
pecked	aiming	bigger	coats	shaggy	sloppiest	fussed	quickly	(48)
squinting	shakey	messier	rented	softly	rubbed	blackest	rocks	(56)
mainly	fixes	thumping	smokey	reader	snappiest	hiked	using	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

MATH PROBES

M-1	Number Matching
M-2	Copy Numbers
M-3	Amount-Number Correspondence: Probe Suggestions
M-4	Number Recognition 0-9: Probe Suggestions
M-5	Number Recognition 0-99: Probe Suggestions
M-6a	Hear to Write Numbers: Student Sheet
M-6b	Hear to Write Numbers 0-10: Teacher's Guide
M-7a	Hear to Write Numbers: Student Sheet
M-7b	Hear to Write Numbers 0-24: Teacher's Guide
M-7c	Hear to Write Numbers 0-49: Teacher's Guide
M-8	Hear to Write Numbers 0-10 Billion: No Probe
M-9	Write Numbers Sequentially: 0-9, 0-20, 0-50
M-10a	Set Recognition: 0-3
M-10b	Set Recognition: 0-5
M-10c	Set Recognition: 0-10
M-11	Mark the Largest Number: 2-9
M-12	Mark the Largest Number: 2-999
M-13a	Say Number Names: 0-9
M-13b	Say Number Names: 0-99
M-14a	Write Answers to Addition Facts: Sums to 3
M-14b	Write Answers to Addition Facts: Sums to 5
M-14c	Write Answers to Addition Facts: Sums to 10
M-15	Write Answers to Addition Facts: Sums to 18
M-16	Write Answers to Addition Problems: No Carrying
M-17	Write Answers to Addition Problems: Carrying
M-18	Write Answers to Addition Problems: Mixed
M-19a	Write Answers to Subtraction Facts: Factors 0-3
M-19b	Write Answers to Subtraction Facts: Factors 0-5
M-19c	Write Answers to Subtraction Facts: Factors 0-9
M-20	Write Answers to Subtraction Facts: Factors 0-18

Math Probes Con't

M-21	Write Answers to Subtraction Problems: No Borrowing
M-22	Write Answers to Subtraction Problems: Borrowing
M-23	Write Answers to Subtraction Problems: Mixed
M-24a	Write Answers to Multiplication Facts: Factors 0-3
M-24b	Write Answers to Multiplication Facts: Factors 0-5
M-24c	Write Answers to Multiplication Facts: Factors 0-9
M-25a	Write Answers to Multiplication Problems: 2-Digit Times 1-Digit, No Carrying
M-25b	Write Answers to Multiplication Problems: 2-Digit Times 1-Digit, Carrying
M-26	Write Answers to Multiplication Problems: Mixed
M-27a	Write Answers to Division Facts: Factors 0-3
M-27b	Write Answers to Division Facts: Factors 0-5
M-27c	Write Answers to Division Facts: Factors 0-9
M-28	Write Answers to Division Problems: Mixed
M-29	Write Answers to Fraction Expansion and Reduction Equivalencies
M-30a	Write Answers to Fraction Problems: Addition
M-30b	Write Answers to Fraction Problems: Subtraction
M-30c	Write Answers to Fraction Problems: Multiplication
M-30d	Write Answers to Fraction Problems: Division
M-31	Write Answers to Decimal Problems: Mixed Addition, Sutraction, Multiplication and Division
M-32	Oral Counting: Teacher's Guide

PROBE: Number Matching **NUMBER:** M-1

2 5 2	0 0 6	7 4 7	4 9 9	0 1 0	1 1 7	(6)
2 7 7	9 0 9	8 4 4	1 7 1	3 3 9	5 5 4	(12)
8 8 3	2 2 9	2 6 6	3 1 3	0 7 7	8 1 1	(18)
7 3 7	5 6 6	9 6 9	3 3 1	8 6 8	4 0 4	(24)
0 0 5	8 2 8	5 5 8	9 9 7	6 5 5	2 4 4	(30)
4 6 6	3 5 5	8 8 3	9 6 6	1 1 7	3 5 3	(36)
(6)	(12)	(18)	(24)	(30)	(36)	

PROBE: Copy Numbers **NUMBER:** M-2

0	1	2	3	4	5	6	7	8	9	
										(10)
										(20)
										(30)
										(40)
										(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: No Probe **NUMBER:** M-3

Suggestion: Use Probes M-10a, M-10b, M-10c

PROBE: No Probe **NUMBER:** M-4

Suggestion: Use Probes M-6, M-13

PROBE: No Probe **NUMBER:** M-5

Suggestion: Use Probes M-7a, M-7b

PROBE: Hear to Write Numbers: Students Sheet **NUMBER:** M-6a M-7a

______ ______ ______ ______ ______ ______ ______ ______ ______ ______ (10)

______ ______ ______ ______ ______ ______ ______ ______ ______ ______ (20)

______ ______ ______ ______ ______ ______ ______ ______ ______ ______ (30)

______ ______ ______ ______ ______ ______ ______ ______ ______ ______ (40)

______ ______ ______ ______ ______ ______ ______ ______ ______ ______ (50)

(5) (10) (15) (20) (25) (30) (35) (40) (45) (50)

PROBE: Hear to Write Numbers: 0-10 Teacher's Guide **NUMBER:** M-6b

9	6	1	8	2	4	7	5	3	0	(10)
6	0	10	2	3	8	7	4	1	5	(20)
10	4	0	1	9	5	2	6	3	7	(30)
3	2	6	5	8	0	9	1	4	10	(40)
5	9	7	4	1	2	10	3	0	8	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Hear to Write Numbers: 0-25, Teacher's Guide **NUMBER:** M-7b

15	1	9	23	6	13	21	4	17	11	(10)
20	16	5	0	10	18	3	12	8	19	(20)
22	7	14	2	24	15	9	17	23	11	(30)
8	2	19	16	10	6	21	24	13	4	(40)
14	20	5	0	1	18	25	12	3	7	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Hear to Write Numbers: 0-49, Teacher's Guide **NUMBER:** M-7c

11	1	37	20	6	31	44	25	49	40	(10)
30	16	41	21	2	32	12	7	45	26	(20)
42	3	46	17	33	8	0	22	13	27	(30)
36	9	14	29	18	48	4	39	23	34	(40)
24	47	5	28	19	43	35	10	15	38	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: No Probe **NUMBER:** M-8

PROBE: Write Numbers Sequentially: 0-9, 0-20, 0-50 **NUMBER:** M-9

______ ______ ______ ______ ______ ______ ______ ______ ______ ______ (10)

______ ______ ______ ______ ______ ______ ______ ______ ______ ______ (20)

______ ______ ______ ______ ______ ______ ______ ______ ______ ______ (30)

______ ______ ______ ______ ______ ______ ______ ______ ______ ______ (40)

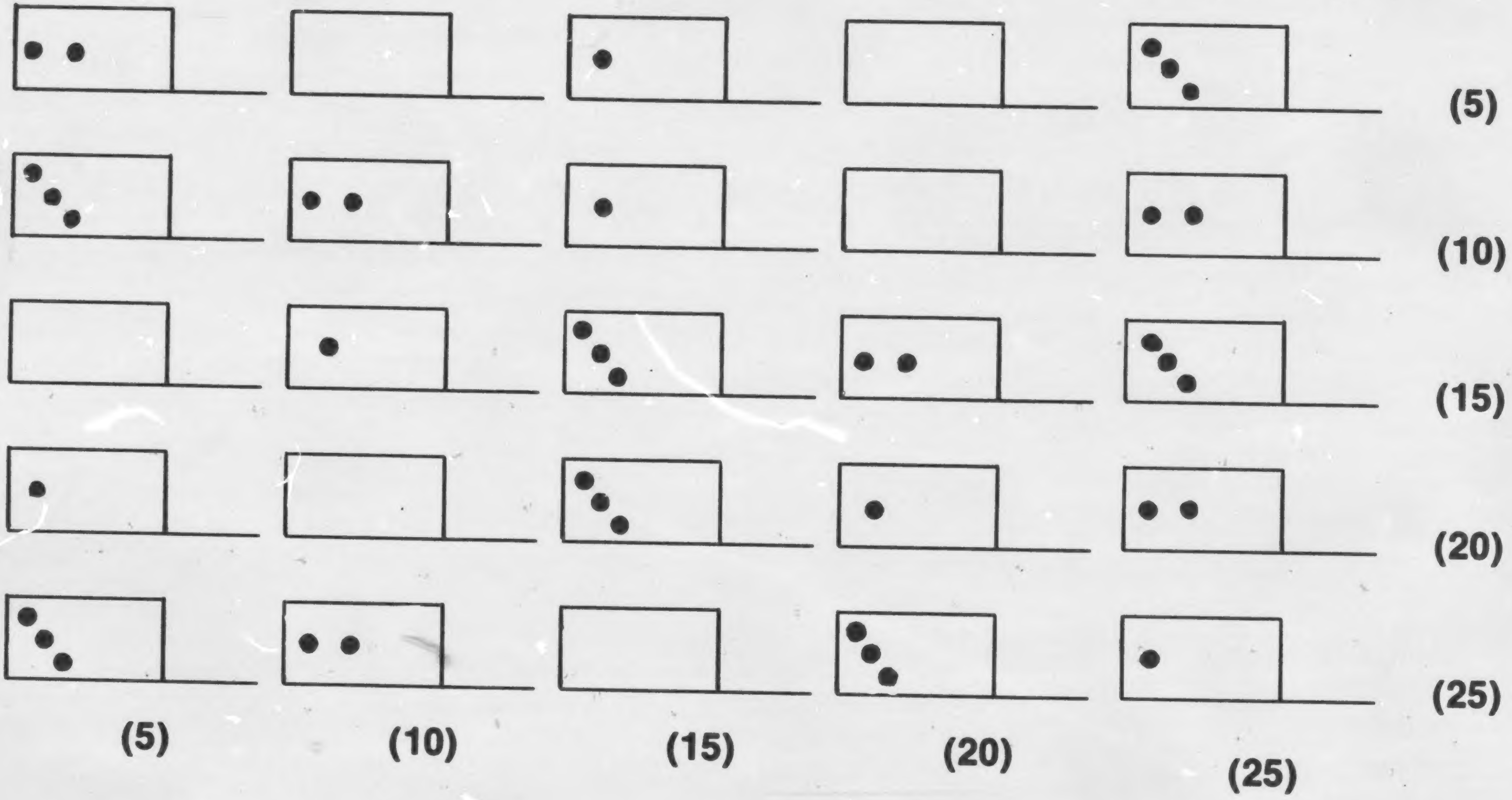
______ ______ ______ ______ ______ ______ ______ ______ ______ ______ (50)

______ ______ ______ ______ ______ ______ ______ ______ ______ ______ (60)

______ ______ ______ ______ ______ ______ ______ ______ ______ ______ (70)

______ ______ ______ ______ ______ ______ ______ ______ ______ ______ (80)

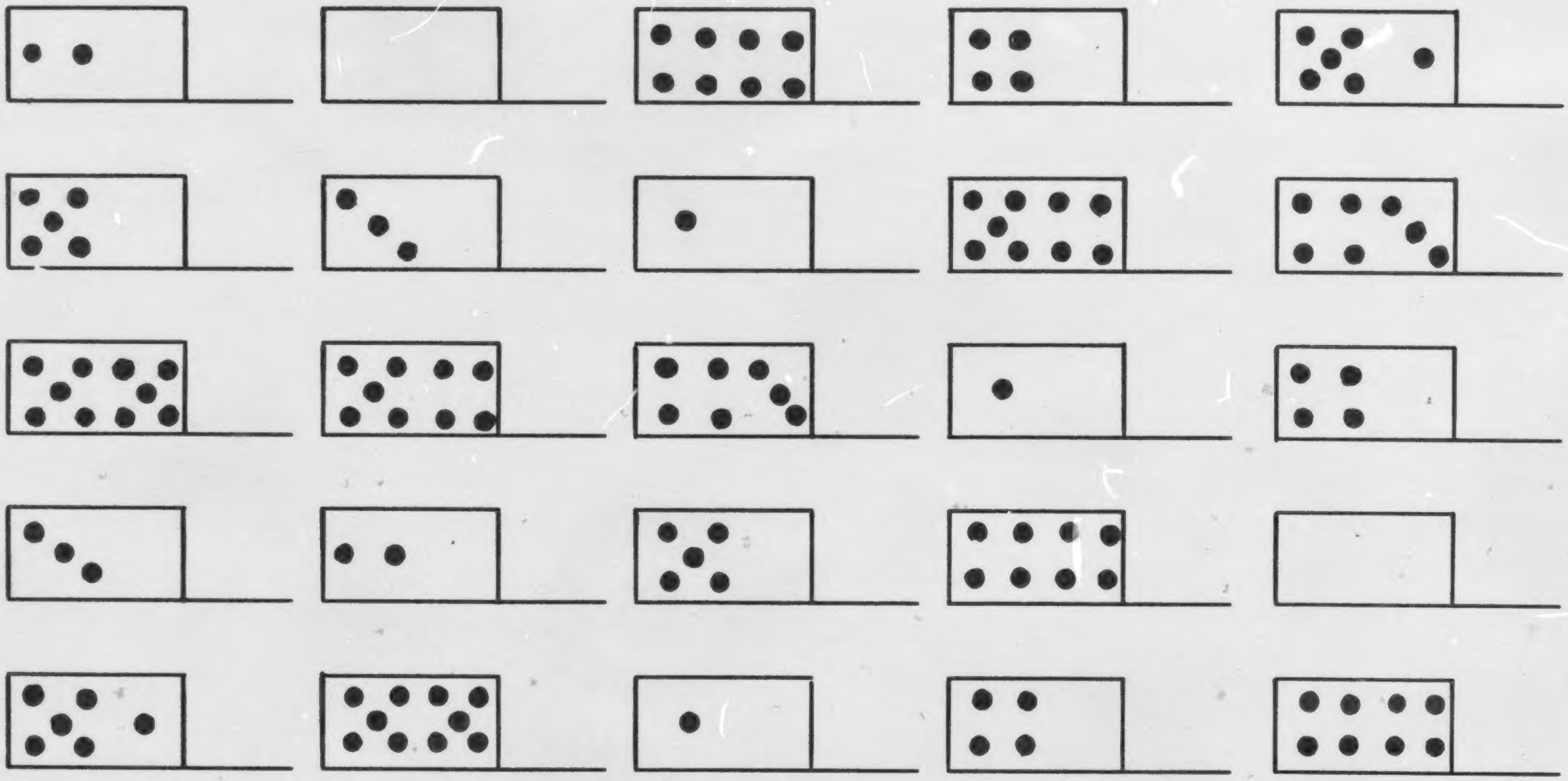
PROBE: Set Recognition Oral or Written / 0-3 **NUMBER:** M-10a


(5)
(10)
(15)
(20)
(25)
(5)
(10)
(15)
(20)
(25)

PROBE: Set Recognition Oral or Written / 0-5 **NUMBER:** M-10b

●●●	●		●●	●●●●	(5)
	●●●●●	●●●	●	●●	(10)
	●●	●●●●●	●●●●	●	(15)
●	●●●	●●●●		●●●●●	(20)
●●●●●		●●	●●●	●●●●	(25)
(5)	(10)	(15)	(20)	(25)	

PROBE: Set Recognition Oral or Written / 0-10 **NUMBER:** M-10c



(5)

(10)

(15)

(20)

(25)

(5) (10) (15) (20) (25)

PROBE: Mark the Largest Number: 2-9 **NUMBER:** M-11

6 5 7	0 2 3	8 6 5	0 4 2	3 4 6	(5)
1 3 0	6 7 8	3 5 4	8 2 7	2 1 0	(10)
9 7 8	1 3 2	5 4 6	3 8 4	4 1 3	(15)
2 0 1	3 6 5	6 9 7	3 2 5	7 4 5	(20)
4 6 7	4 0 5	3 4 2	8 9 6	2 0 1	(25)
9 6 3	3 1 4	2 5 6	9 5 8	4 6 7	(30)
4 8 6	5 3 2	9 4 2	5 6 3	0 4 2	(35)
0 5 3	7 3 5	2 0 1	2 4 5	4 8 6	(40)
6 4 5	4 3 1	7 6 4	1 2 0	3 2 0	(45)

PROBE: Mark the Largest Number 2-999 **NUMBER:** M-12

74	72	68	5	8	7	539	688	754	856	942	961	(4)
385	409	399	69	55	36	115	91	104	844	907	917	(8)
35	15	27	95	64	90	108	203	123	487	793	698	(12)
520	519	521	257	143	164	46	37	50	987	895	999	(16)
137	129	148	804	765	787	475	630	221	108	194	177	(20)
566	492	559	360	386	241	268	177	295	237	421	189	(24)
689	692	598	95	182	196	398	214	367	741	589	651	(28)
	(7)			(14)			(21)			(28)		

PROBE: Say Number Names: 0-9 **NUMBER:** M-13a

4	8	0	7	3	1	2	9	6	5	(10)
3	7	2	8	0	5	1	4	9	6	(20)
7	1	5	3	0	9	8	6	2	4	(30)
6	9	1	2	4	3	5	7	8	0	(40)
8	2	3	0	6	4	1	9	5	7	(50)
9	0	2	4	1	6	7	5	3	8	(60)
2	8	7	1	5	3	9	4	0	6	(70)
1	5	4	9	2	7	3	8	0	6	(80)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	(72)	(80)	

PROBE: Say Number Names: 0-99 **NUMBER:** M-13b

10	54	37	1	78	53	33	2	29	5	(10)
12	38	47	65	21	3	42	9	85	80	(20)
25	75	11	30	92	59	4	69	32	50	(30)
72	46	64	15	34	93	17	23	87	44	(40)
63	81	55	41	68	39	6	48	62	98	(50)
45	14	51	22	71	16	31	56	97	88	(60)
36	94	66	89	40	61	95	84	76	90	(70)
28	83	73	79	49	26	60	24	18	7	(80)
13	52	27	35	19	77	90	82	70	96	(90)
86	20	58	0	91	74	67	43	57	8	(100)
(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	(100)	

PROBE: Write Answers to Addition Facts: Sums to 3 **NUMBER:** M-14a

1 + 0	0 + 2	3 + 0	0 + 1	2 + 1	1 + 1	0 + 0	2 + 0	0 + 3	1 + 2	(10)
3 + 0	1 + 1	0 + 3	1 + 0	0 + 2	2 + 1	0 + 0	2 + 0	1 + 2	0 + 1	(20)
1 + 2	2 + 0	1 + 1	0 + 1	3 + 0	0 + 2	0 + 3	0 + 0	2 + 1	1 + 0	(30)
0 + 1	1 + 2	2 + 0	0 + 0	2 + 1	0 + 2	1 + 0	0 + 3	1 + 1	3 + 0	(40)
2 + 1	0 + 2	1 + 0	0 + 3	1 + 2	0 + 1	2 + 0	0 + 0	1 + 1	3 + 0	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Write Answers to Addition Facts: Sums to 5 **NUMBER:** M-14b

2 + 3	0 + 0	0 + 1	1 + 0	1 + 2	0 + 2	4 + 0	2 + 2	0 + 3	5 + 0	(10)
3 + 1	0 + 4	2 + 0	1 + 1	1 + 4	2 + 1	0 + 5	3 + 0	1 + 3	3 + 2	(20)
4 + 1	2 + 3	0 + 0	0 + 1	0 + 2	1 + 0	1 + 2	4 + 0	2 + 2	0 + 3	(30)
5 + 0	3 + 1	0 + 4	2 + 0	1 + 1	1 + 4	2 + 1	0 + 5	3 + 0	1 + 3	(40)
3 + 2	4 + 1	2 + 3	0 + 0	0 + 1	1 + 0	1 + 2	0 + 2	4 + 0	2 + 2	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Write Answers to Addition Facts: Sums to 10 **NUMBER:** M-14c

7 + 2	5 + 0	0 + 9	3 + 5	6 + 1	1 + 5	4 + 5	5 + 5	0 + 10	2 + 2	
1 + 9	7 + 3	2 + 8	6 + 0	3 + 6	5 + 4	4 + 6	0 + 7	6 + 2	2 + 5	(20)
6 + 3	0 + 8	4 + 4	5 + 3	2 + 6	7 + 0	1 + 6	3 + 3	8 + 1	3 + 7	(30)
9 + 1	1 + 7	2 + 4	5 + 2	0 + 6	10 + 0	1 + 4	8 + 0	4 + 3	6 + 4	(40)
1 + 8	3 + 4	5 + 1	0 + 5	4 + 1	7 + 1	2 + 7	8 + 2	4 + 2	9 + 0	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Write Answers to Addition Facts: Sums to 18 **NUMBER:** M-15

8 + 8	6 + 5	9 + 9	1 + 8	7 + 5	5 + 9	8 + 0	0 + 9	9 + 4	7 + 9	(10)
8 + 1	5 + 7	9 + 8	3 + 8	8 + 7	2 + 8	7 + 4	5 + 5	9 + 3	6 + 6	(20)
6 + 8	9 + 2	7 + 6	1 + 9	8 + 2	9 + 7	4 + 7	7 + 3	8 + 6	5 + 6	(30)
6 + 9	9 + 6	8 + 5	4 + 8	5 + 5	7 + 7	8 + 3	9 + 1	2 + 9	6 + 7	(40)
8 + 4	3 + 9	9 + 0	7 + 8	3 + 7	9 + 5	5 + 8	0 + 8	4 + 9	8 + 9	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Write Answers to Addition Problems: No Carrying **NUMBER:** M-16

64 + 12	21 + 10	12 + 5	31 + 18	14 + 51	20 + 35	55 + 3	12 + 61	69 + 0	61 + 1	(10)
15 + 72	50 + 6	62 + 0	22 + 7	10 + 44	63 + 22	48 + 0	34 + 23	71 + 2	42 + 6	(20)
21 + 26	70 + 0	32 + 2	33 + 0	34 + 4	31 + 33	15 + 81	80 + 3	67 + 30	13 + 34	(30)
24 + 45	83 + 1	26 + 0	72 + 13	40 + 7	33 + 46	14 + 20	23 + 3	90 + 2	81 + 14	(40)
23 + 55	12 + 7	12 + 4	10 + 18	95 + 4	21 + 75	56 + 1	70 + 21	25 + 60	70 + 9	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Write Answers to Addition Problems: Carrying **NUMBER:** M-17

15 + 5	12 + 78	74 + 6	69 + 1	26 + 7	48 + 47	25 + 16	39 + 26	57 + 14	28 + 52	(10)
86 + 5	37 + 17	82 + 9	64 + 17	49 + 32	65 + 7	18 + 8	26 + 18	59 + 27	18 + 63	(20)
18 + 4	46 + 9	29 + 3	43 + 27	34 + 48	68 + 28	27 + 9	58 + 39	15 + 8	27 + 65	(30)
78 + 5	45 + 19	59 + 9	37 + 6	31 + 59	13 + 38	34 + 9	39 + 4	67 + 8	79 + 18	(40)
57 + 3	46 + 6	56 + 4	19 + 55	27 + 37	88 + 6	43 + 9	25 + 45	19 + 49	76 + 6	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Write Answers to Addition Problems: Mixed **NUMBER:** M-18

$$\begin{array}{r} 13 \\ +\ \underline{\quad 6} \end{array} \qquad \begin{array}{r} 81 \\ +\ \underline{\quad 36} \end{array} \qquad \begin{array}{r} 41 \\ 26 \\ 70 \\ +\ \underline{\quad 35} \end{array} \qquad \begin{array}{r} 605 \\ +\ \underline{\quad 827} \end{array} \qquad \boxed{} + 12 = 17$$

(5)

$$\begin{array}{r} 4{,}136 \\ +\ \underline{\quad 209} \end{array} \qquad \begin{array}{r} 67 \\ 91 \\ 53 \\ +\ \underline{\quad 19} \end{array} \qquad \begin{array}{r} 47 \\ +\ \underline{\quad 180} \end{array} \qquad \begin{array}{r} 35 \\ +\ \underline{\quad 14} \end{array} \qquad \begin{array}{r} 5{,}462 \\ +\ \underline{1{,}315} \end{array} \qquad \begin{array}{r} 154 \\ 356 \\ +\ \underline{\quad 702} \end{array}$$

(11)

$$9 + \boxed{} = 15 \qquad \begin{array}{r} 695 \\ +\ \underline{\quad 79} \end{array} \qquad \begin{array}{r} 6 \\ 3 \\ 8 \\ 5 \\ +\ \underline{\quad 1} \end{array} \qquad \begin{array}{r} 21{,}306 \\ +\ \underline{4{,}256} \end{array} \qquad \begin{array}{r} 481 \\ 705 \\ +\ \underline{\quad 18} \end{array}$$

(16)

PROBE: Write Answers to Subtraction Facts: Factors 0-3 **NUMBER:** M-19a

0 - 0	2 - 1	1 - 0	2 - 2	2 - 0	3 - 1	3 - 2	3 - 0	3 - 3	1 - 1	(10)
2 - 1	2 - 2	3 - 1	3 - 0	1 - 1	0 - 0	1 - 0	2 - 0	3 - 2	3 - 3	(20)
1 - 0	3 - 1	3 - 3	2 - 1	2 - 0	3 - 0	0 - 0	2 - 2	3 - 2	1 - 1	(30)
3 - 1	2 - 1	3 - 0	2 - 2	1 - 1	1 - 0	3 - 3	2 - 0	0 - 0	3 - 2	(40)
1 - 1	3 - 3	3 - 0	3 - 2	3 - 1	2 - 0	2 - 2	1 - 0	2 - 1	0 - 0	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Write Answers to Subtraction Facts: Factors 0-5 **NUMBER:** M-19b

0 - 0	1 - 1	2 - 0	3 - 1	4 - 0	5 - 1	2 - 2	4 - 2	3 - 3	4 - 4	(10)
1 - 0	2 - 1	3 - 0	4 - 1	5 - 0	3 - 2	4 - 3	5 - 2	5 - 4	5 - 3	(20)
5 - 5	0 - 0	2 - 0	4 - 0	2 - 2	3 - 3	1 - 0	3 - 0	5 - 0	4 - 3	(30)
5 - 4	1 - 1	3 - 1	5 - 1	4 - 2	4 - 4	2 - 1	4 - 1	3 - 2	5 - 2	(40)
5 - 3	5 - 5	1 - 0	5 - 4	3 - 2	0 - 0	4 - 4	2 - 1	3 - 3	5 - 5	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Write Answers to Subtraction Facts: Factors 0-9 **NUMBER:** M-19c

5 - 1	9 - 6	5 - 0	9 - 1	8 - 6	7 - 5	6 - 3	2 - 0	9 - 2	8 - 1	(10)
6 - 4	8 - 7	9 - 7	7 - 4	2 - 1	5 - 5	6 - 0	8 - 2	7 - 6	4 - 1	(20)
5 - 3	6 - 1	9 - 8	3 - 2	9 - 3	7 - 0	6 - 5	8 - 3	7 - 3	8 - 8	(30)
4 - 4	9 - 9	7 - 2	8 - 4	6 - 2	3 - 0	6 - 6	8 - 0	4 - 2	9 - 4	(40)
5 - 2	7 - 1	9 - 0	3 - 1	9 - 5	4 - 3	4 - 0	5 - 4	8 - 5	7 - 7	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Write Answers to Subtraction Facts: Factors 0-18 **NUMBER:** M-20

18 - 9	10 - 8	13 - 6	13 - 9	8 - 6	13 - 7	14 - 5	16 - 8	13 - 4	7 - 7	(10)
7 - 6	17 - 9	12 - 5	12 - 6	12 - 9	7 - 5	14 - 7	15 - 8	13 - 5	9 - 8	(20)
10 - 7	15 - 7	11 - 5	16 - 9	11 - 6	10 - 9	6 - 5	11 - 7	9 - 5	14 - 8	(30)
13 - 8	9 - 9	6 - 6	16 - 7	9 - 6	15 - 9	14 - 6	8 - 8	5 - 5	9 - 7	(40)
11 - 8	10 - 6	17 - 8	8 - 5	8 - 7	12 - 8	10 - 5	15 - 6	14 - 9	12 - 7	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Write Answers to Subtraction Problems: No Borrowing **NUMBER:** M-21

17 - 5	73 - 63	58 - 5	60 - 10	74 - 4	71 - 70	52 - 2	86 - 80	68 - 3	12 - 11	(10)
24 - 3	92 - 20	19 - 5	83 - 62	25 - 4	57 - 10	83 - 1	99 - 13	68 - 1	87 - 22	(20)
39 - 4	34 - 11	73 - 0	94 - 62	68 - 0	25 - 13	39 - 1	46 - 24	48 - 2	37 - 25	(30)
37 - 4	95 - 91	46 - 6	46 - 13	24 - 0	76 - 25	75 - 2	89 - 70	97 - 1	99 - 82	(40)
48 - 4	75 - 10	97 - 3	91 - 71	16 - 5	86 - 12	89 - 5	56 - 21	55 - 5	68 - 25	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Write Answers to Subtraction Problems: Borrowing **NUMBER:** M-22

91 − 16	13 − 4	71 − 12	77 − 8	52 − 13	85 − 8	80 − 15	73 − 6	61 − 27	82 − 8	(10)
65 − 39	21 − 9	92 − 24	40 − 1	83 − 75	91 − 5	71 − 26	62 − 9	80 − 26	94 − 7	(20)
76 − 49	50 − 7	73 − 37	32 − 5	91 − 33	50 − 2	85 − 67	91 − 5	81 − 34	64 − 5	(30)
74 − 59	13 − 8	86 − 48	40 − 8	61 − 12	41 − 4	95 − 46	50 − 3	62 − 46	74 − 6	(40)
64 − 58	28 − 9	80 − 59	33 − 9	71 − 63	37 − 9	52 − 27	66 − 7	90 − 54	81 − 8	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Write Answers to Subtraction Problems: Mixed **NUMBER:** M-23

$\begin{array}{r}64\\-\ 13\\\hline\end{array}$	$\begin{array}{r}71\\-\ 43\\\hline\end{array}$	$18 - \square = 15$	$\begin{array}{r}85\\-\ 50\\\hline\end{array}$	$\begin{array}{r}345\\-\ 182\\\hline\end{array}$	(5)
$\begin{array}{r}873\\-\ 295\\\hline\end{array}$	$\begin{array}{r}507\\-\ 396\\\hline\end{array}$	$\begin{array}{r}95\\-\ 78\\\hline\end{array}$	$\begin{array}{r}946\\-\ 856\\\hline\end{array}$	$\square - 7 = 15$	(10)
$\begin{array}{r}29\\-\ 5\\\hline\end{array}$	$\begin{array}{r}663\\-\ 98\\\hline\end{array}$	$45 - \square = 39$	$\begin{array}{r}942\\-\ 907\\\hline\end{array}$	$\begin{array}{r}9{,}002\\-\ 4{,}101\\\hline\end{array}$	(15)
(3)	(6)	(9)	(12)	(15)	

PROBE: Write Answers to Multiplication Facts: Factors 0-3 **NUMBER:** M-24a

0 × 0	0 × 3	1 × 1	2 × 2	0 × 2	1 × 2	2 × 3	1 × 3	0 × 1	3 × 3	(10)
2 × 2	2 × 0	1 × 1	3 × 3	0 × 0	1 × 0	2 × 1	3 × 2	3 × 0	3 × 1	(20)
1 × 0	1 × 2	2 × 0	0 × 1	3 × 0	3 × 2	3 × 1	2 × 1	0 × 2	0 × 3	(30)
1 × 3	0 × 1	0 × 0	3 × 0	2 × 3	1 × 1	1 × 0	2 × 1	2 × 0	1 × 2	(40)
3 × 1	2 × 2	1 × 3	0 × 2	3 × 2	0 × 3	2 × 3	3 × 3	0 × 0	1 × 1	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Write Answers to Multiplication Facts: Factors 0-5 **NUMBER:** M-24b

1 × 5	2 × 1	1 × 0	5 × 2	2 × 4	0 × 4	5 × 5	5 × 0	4 × 3	4 × 2	(10)
2 × 3	1 × 1	2 × 5	2 × 0	4 × 2	5 × 3	0 × 3	5 × 4	3 × 2	3 × 4	(20)
3 × 3	1 × 2	5 × 4	0 × 0	0 × 2	5 × 4	1 × 4	3 × 1	4 × 3	3 × 5	(30)
3 × 5	2 × 2	4 × 1	4 × 5	3 × 0	2 × 5	0 × 1	4 × 4	0 × 5	3 × 5	(40)
4 × 4	1 × 3	4 × 5	5 × 1	5 × 5	5 × 2	3 × 4	4 × 0	2 × 4	3 × 3	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Write Answers to Multiplication Facts: Factors 0-9 **NUMBER:** M-24c

2 × 4	9 × 9	5 × 5	0 × 8	8 × 9	3 × 3	3 × 7	8 × 8	0 × 6	6 × 8	(10)
1 × 6	5 × 8	1 × 2	2 × 7	7 × 9	6 × 7	3 × 9	3 × 4	7 × 8	0 × 7	(20)
1 × 5	2 × 6	6 × 9	2 × 5	4 × 4	4 × 5	5 × 7	0 × 4	2 × 9	2 × 3	(30)
1 × 3	1 × 7	3 × 6	4 × 8	6 × 6	5 × 9	0 × 5	1 × 9	3 × 5	2 × 8	(40)
1 × 4	3 × 8	4 × 9	4 × 6	4 × 7	2 × 2	0 × 9	5 × 6	1 × 8	7 × 7	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Write Answers to Multiplication Problems: 2-digit Times 1-digit, Carrying **NUMBER:** M-25a

52 × 1	13 × 2	10 × 0	96 × 0	91 × 3	64 × 2	80 × 5	62 × 0	61 × 4	87 × 0	(10)
42 × 4	72 × 1	14 × 0	20 × 1	73 × 3	51 × 2	73 × 1	50 × 6	71 × 5	72 × 3	(20)
81 × 2	23 × 0	20 × 7	31 × 1	35 × 1	10 × 2	41 × 1	89 × 0	61 × 6	82 × 2	(30)
30 × 8	51 × 0	33 × 1	91 × 9	32 × 3	41 × 7	94 × 2	50 × 3	92 × 4	25 × 1	(40)
12 × 2	44 × 1	21 × 8	45 × 0	60 × 9	58 × 0	13 × 3	46 × 1	23 × 2	30 × 4	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Write Answers to Multiplication Problems:
2-digit Times 1-digit, No Carrying

NUMBER: M-25b

52 × 1	13 × 2	10 × 0	96 × 0	91 × 3	64 × 2	80 × 5	62 × 0	61 × 4	87 × 0	(10)
42 × 4	72 × 1	14 × 0	20 × 1	73 × 3	51 × 2	73 × 1	50 × 6	71 × 5	72 × 3	(20)
81 × 2	23 × 0	20 × 7	31 × 1	35 × 1	10 × 2	41 × 1	89 × 0	61 × 6	82 × 2	(30)
30 × 8	51 × 0	33 × 1	91 × 9	32 × 3	41 × 7	94 × 2	50 × 3	92 × 4	25 × 1	(40)
12 × 2	44 × 1	21 × 8	45 × 0	60 × 9	58 × 0	13 × 3	46 × 1	23 × 2	30 × 4	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Write Answers to Multiplication Problems: Mixed **NUMBER:** M-26

60 × 3	35 × 21	78 × 2	82 × 73	41 × 8	93 × 75	(6)
46 × 7	64 × 10	75 × 46	98 × 40	16 × 5	72 × 89	(12)
30 × 9	37 × 30	48 × 56	61 × 2	75 × 5	39 × 6	(18
(3)	(6)	(9)	(12)	(15)	(18)	

SCAT: A Title VI-G Project in Systematic Instruction

PROBE: Write Answers to Division Facts: Factors 0-3 **NUMBER:** M-27a

$2\overline{)2}$ $0\overline{)3}$ $3\overline{)3}$ $0\overline{)2}$ $2\overline{)2}$ $0\overline{)1}$ $1\overline{)1}$ $1\overline{)2}$ $0\overline{)3}$ $1\overline{)3}$ (10)

$0\overline{)1}$ $0\overline{)2}$ $3\overline{)3}$ $0\overline{)1}$ $1\overline{)2}$ $1\overline{)3}$ $0\overline{)3}$ $3\overline{)3}$ $2\overline{)2}$ $1\overline{)1}$ (20)

$1\overline{)3}$ $0\overline{)3}$ $1\overline{)2}$ $1\overline{)1}$ $0\overline{)1}$ $1\overline{)1}$ $0\overline{)2}$ $3\overline{)3}$ $0\overline{)2}$ $2\overline{)2}$ (30)

$1\overline{)2}$ $0\overline{)1}$ $3\overline{)3}$ $1\overline{)3}$ $3\overline{)3}$ $1\overline{)1}$ $2\overline{)2}$ $0\overline{)3}$ $1\overline{)2}$ $0\overline{)2}$ (40)

$3\overline{)3}$ $2\overline{)2}$ $1\overline{)2}$ $0\overline{)3}$ $2\overline{)2}$ $1\overline{)1}$ $1\overline{)3}$ $2\overline{)2}$ $1\overline{)3}$ $0\overline{)1}$ (50)

(5) (10) (15) (20) (25) (30) (35) (40) (45) (50)

PROBE: Write Answers to Division Facts: Factors 0-5 **NUMBER:** M-27b

$5\overline{)5}$ $0\overline{)1}$ $1\overline{)4}$ $1\overline{)2}$ $3\overline{)3}$ $2\overline{)4}$ $0\overline{)2}$ $1\overline{)1}$ $0\overline{)4}$ $4\overline{)4}$ (10)

$0\overline{)3}$ $4\overline{)4}$ $5\overline{)5}$ $0\overline{)2}$ $0\overline{)4}$ $2\overline{)2}$ $1\overline{)5}$ $0\overline{)5}$ $1\overline{)3}$ $3\overline{)3}$ (20)

$1\overline{)5}$ $0\overline{)1}$ $5\overline{)5}$ $3\overline{)3}$ $4\overline{)4}$ $0\overline{)3}$ $1\overline{)4}$ $2\overline{)2}$ $5\overline{)5}$ $1\overline{)1}$ (30)

$2\overline{)4}$ $0\overline{)3}$ $1\overline{)2}$ $1\overline{)1}$ $0\overline{)2}$ $2\overline{)2}$ $3\overline{)3}$ $0\overline{)5}$ $1\overline{)3}$ $1\overline{)5}$ (40)

$0\overline{)1}$ $4\overline{)4}$ $0\overline{)4}$ $2\overline{)2}$ $1\overline{)2}$ $0\overline{)5}$ $1\overline{)4}$ $2\overline{)4}$ $5\overline{)5}$ $1\overline{)3}$ (50)

(5) (10) (15) (20) (25) (30) (35) (40) (45) (50)

PROBE: Write Answers to Division Facts: Factors 0-9 **NUMBER:** M-27c

$6\overline{)6}$	$0\overline{)1}$	$4\overline{)8}$	$2\overline{)4}$	$3\overline{)3}$	$0\overline{)6}$	$9\overline{)9}$	$1\overline{)5}$	$2\overline{)8}$	$4\overline{)4}$	(10)
$2\overline{)6}$	$2\overline{)2}$	$0\overline{)2}$	$1\overline{)7}$	$8\overline{)8}$	$0\overline{)7}$	$1\overline{)3}$	$5\overline{)5}$	$1\overline{)9}$	$3\overline{)9}$	(20)
$8\overline{)8}$	$1\overline{)8}$	$7\overline{)7}$	$0\overline{)3}$	$2\overline{)4}$	$1\overline{)4}$	$2\overline{)6}$	$3\overline{)9}$	$0\overline{)8}$	$5\overline{)5}$	(30)
$9\overline{)9}$	$0\overline{)9}$	$1\overline{)2}$	$4\overline{)8}$	$0\overline{)4}$	$1\overline{)1}$	$2\overline{)8}$	$1\overline{)7}$	$1\overline{)8}$	$3\overline{)6}$	(40)
$2\overline{)2}$	$3\overline{)6}$	$1\overline{)1}$	$3\overline{)3}$	$7\overline{)7}$	$0\overline{)5}$	$4\overline{)4}$	$1\overline{)6}$	$1\overline{)9}$	$6\overline{)6}$	(50)
(5)	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	(50)	

PROBE: Write Answers to Division Problems: Mixed **NUMBER:** M-28

$4\overline{)604}$	$19\overline{)304}$	$5\overline{)64}$	$11\overline{)88}$	$24\overline{)960}$	(5)
$8\overline{)971}$	$2\overline{)86}$	$15\overline{)305}$	$51\overline{)255}$	$6\overline{)7}$	(10)
$9\overline{)112}$	$23\overline{)451}$	$7\overline{)98}$	$6\overline{)72}$	$10\overline{)80}$	(15)
(3)	(6)	(9)	(12)	(15)	

PROBE: Write Answers to Fraction Expansion and Reduction Equivalencies **NUMBER:** M-29

$\frac{4}{8} = \frac{1}{\quad}$	$\frac{3}{12} = \frac{1}{\quad}$	$\frac{2}{3} = \frac{\quad}{12}$	$\frac{3}{4} = \frac{\quad}{36}$	$\frac{10}{30} = \frac{1}{\quad}$	(5)
$\frac{3}{9} = \frac{1}{\quad}$	$\frac{1}{3} = \frac{\quad}{6}$	$\frac{11}{22} = \frac{1}{\quad}$	$\frac{9}{36} = \frac{1}{\quad}$	$\frac{2}{5} = \frac{\quad}{10}$	(10)
$\frac{1}{3} = \frac{\quad}{15}$	$\frac{5}{15} = \frac{1}{\quad}$	$\frac{7}{10} = \frac{\quad}{20}$	$\frac{13}{26} = \frac{1}{\quad}$	$\frac{2}{3} = \frac{\quad}{15}$	(15)
$\frac{11}{24} = \frac{\quad}{48}$	$\frac{2}{8} = \frac{1}{\quad}$	$\frac{7}{21} = \frac{1}{\quad}$	$\frac{21}{50} = \frac{\quad}{100}$	$\frac{4}{15} = \frac{\quad}{30}$	(20)
$\frac{4}{16} = \frac{1}{\quad}$	$\frac{12}{24} = \frac{1}{\quad}$	$\frac{1}{5} = \frac{\quad}{20}$	$\frac{1}{2} = \frac{\quad}{12}$	$\frac{5}{6} = \frac{\quad}{18}$	(25)
$\frac{3}{11} = \frac{\quad}{22}$	$\frac{6}{7} = \frac{\quad}{35}$	$\frac{8}{32} = \frac{1}{\quad}$	$\frac{8}{24} = \frac{1}{\quad}$	$\frac{7}{14} = \frac{1}{\quad}$	(30)
(6)	(12)	(18)	(24)	(30)	

PROBE: Write Answers to Fraction Problems: Addition **NUMBER:** M-30a

$\frac{5}{8} + \frac{2}{8} =$	$\frac{1}{4} + \frac{1}{8} =$	$\frac{2}{3} + \frac{1}{6} =$	$\frac{1}{4} + \frac{1}{4} =$	(4)
$\frac{1}{2} + \frac{1}{5} =$	$\frac{8}{16} + \frac{2}{16} =$	$\frac{3}{6} + \frac{1}{6} =$	$\frac{1}{4} + \frac{1}{6} =$	(8)
$\frac{4}{8} + \frac{2}{8} =$	$\frac{1}{8} + \frac{2}{4} =$	$\frac{3}{5} + \frac{1}{5} =$	$\frac{3}{6} + \frac{1}{8} =$	(12)
$\frac{1}{2} + \frac{3}{7} =$	$\frac{4}{12} + \frac{6}{12} =$	$\frac{1}{3} + \frac{1}{6} =$	$\frac{5}{15} + \frac{5}{15} =$	(16)
$\frac{1}{3} + \frac{1}{3} =$	$\frac{1}{8} + \frac{1}{8} =$	$\frac{1}{2} + \frac{1}{5} =$	$\frac{1}{4} + \frac{1}{6} =$	(20)
$\frac{2}{4} + \frac{1}{3} =$	$\frac{1}{4} + \frac{1}{2} =$	$\frac{1}{3} + \frac{1}{2} =$	$\frac{7}{9} + \frac{1}{9} =$	(24)
$\frac{7}{4} + \frac{2}{8} =$	$\frac{2}{3} + \frac{1}{6} =$	$\frac{1}{4} + \frac{2}{4} =$	$\frac{3}{9} + \frac{1}{3} =$	(28)
(7)	(14)	(21)	(28)	

PROBE: Write Answers to Fraction Problems: Subtraction **NUMBER:** M-30b

$\frac{4}{5} - \frac{3}{5} =$	$\frac{1}{3} - \frac{2}{6} =$	$\frac{3}{7} - \frac{1}{7} =$	$\frac{1}{4} - \frac{2}{9} =$	(4)
$\frac{6}{9} - \frac{1}{3} =$	$\frac{4}{6} - \frac{1}{4} =$	$\frac{5}{8} - \frac{1}{8} =$	$\frac{3}{4} - \frac{1}{4} =$	(8)
$\frac{7}{9} - \frac{5}{9} =$	$\frac{8}{9} - \frac{3}{4} =$	$\frac{6}{10} - \frac{1}{2} =$	$\frac{7}{12} - \frac{4}{12} =$	(12)
$\frac{5}{6} - \frac{1}{3} =$	$\frac{3}{4} - \frac{4}{6} =$	$\frac{5}{6} - \frac{1}{6} =$	$\frac{7}{10} - \frac{4}{10} =$	(16)
$\frac{6}{8} - \frac{4}{8} =$	$\frac{2}{4} - \frac{1}{2} =$	$\frac{8}{9} - \frac{7}{9} =$	$\frac{8}{9} - \frac{5}{6} =$	(20)
$\frac{9}{10} - \frac{1}{2} =$	$\frac{3}{4} - \frac{1}{8} =$	$\frac{2}{3} - \frac{1}{3} =$	$\frac{5}{7} - \frac{1}{7} =$	(24)
$\frac{4}{5} - \frac{2}{5} =$	$\frac{4}{6} - \frac{1}{9} =$	$\frac{3}{4} - \frac{2}{4} =$	$\frac{5}{6} - \frac{9}{18} =$	(28)
(7)	(14)	(21)	(28)	

PROBE: Write Answers to Fraction Problems: Multiplication **NUMBER:** M-30c

$\frac{2}{6} \times \frac{3}{4} =$	$\frac{8}{9} \times \frac{6}{9} =$	$\frac{2}{3} \times \frac{6}{8} =$	$\frac{4}{12} \times \frac{2}{12} =$	(4)
$\frac{7}{12} \times \frac{4}{12} =$	$\frac{3}{4} \times \frac{2}{8} =$	$\frac{2}{6} \times \frac{5}{6} =$	$\frac{3}{5} \times \frac{5}{10} =$	(8)
$\frac{4}{8} \times \frac{2}{4} =$	$\frac{4}{5} \times \frac{2}{5} =$	$\frac{4}{8} \times \frac{5}{8} =$	$\frac{1}{5} \times \frac{1}{4} =$	(12)
$\frac{6}{12} \times \frac{3}{5} =$	$\frac{1}{4} \times \frac{2}{4} =$	$\frac{7}{12} \times \frac{5}{8} =$	$\frac{4}{5} \times \frac{3}{5} =$	(16)
$\frac{6}{12} \times \frac{10}{12} =$	$\frac{6}{7} \times \frac{3}{7} =$	$\frac{4}{6} \times \frac{3}{4} =$	$\frac{4}{9} \times \frac{5}{8} =$	(20)
$\frac{1}{2} \times \frac{1}{3} =$	$\frac{3}{4} \times \frac{2}{4} =$	$\frac{3}{10} \times \frac{4}{10} =$	$\frac{6}{9} \times \frac{1}{9} =$	(24)
$\frac{1}{4} \times \frac{3}{8} =$	$\frac{7}{18} \times \frac{3}{4} =$	$\frac{5}{7} \times \frac{3}{4} =$	$\frac{2}{9} \times \frac{1}{6} =$	(28)
(7)	(14)	(21)	(28)	

PROBE: Write Answers to Fraction Problems: Division **NUMBER:** ______

$\frac{1}{10} - \frac{7}{8} =$	$\frac{1}{10} - \frac{1}{8} =$	$\frac{1}{2} - \frac{8}{12} =$	$\frac{7}{10} - \frac{3}{4} =$	(4)
$\frac{3}{8} - \frac{6}{9} =$	$\frac{3}{5} - \frac{6}{9} =$	$\frac{4}{8} - \frac{3}{4} =$	$\frac{1}{3} - \frac{3}{4} =$	(8)
$\frac{2}{6} - \frac{1}{2} =$	$\frac{2}{3} - \frac{1}{2} =$	$\frac{3}{12} - \frac{9}{18} =$	$\frac{1}{10} - \frac{4}{5} =$	(12)
$\frac{2}{10} - \frac{1}{2} =$	$\frac{4}{12} - \frac{3}{6} =$	$\frac{2}{6} - \frac{6}{10} =$	$\frac{1}{8} - \frac{3}{4} =$	(16)
$\frac{3}{10} - \frac{6}{12} =$	$\frac{3}{8} - \frac{1}{2} =$	$\frac{2}{9} - \frac{5}{12} =$	$\frac{3}{8} - \frac{3}{4} =$	(20)
$\frac{2}{18} - \frac{1}{6} =$	$\frac{4}{6} - \frac{5}{7} =$	$\frac{1}{2} - \frac{4}{7} =$	$\frac{3}{9} - \frac{5}{12} =$	(24)
$\frac{1}{8} - \frac{5}{4} =$	$\frac{1}{4} - \frac{1}{3} =$	$\frac{3}{7} - \frac{4}{8} =$	$\frac{3}{12} - \frac{9}{10} =$	(28)
(7)	(14)	(21)	(28)	

PROBE: Write Answers to Decimal Problems: Mixed Addition, Subtraction, Multiplication and Division **NUMBER:** M-31

$\begin{array}{r} 6.2 \\ +\ 5.3 \\ \hline \end{array}$	$7\overline{)41.3}$	$\begin{array}{r} 11.52 \\ -\ .41 \\ \hline \end{array}$	$\begin{array}{r} 5.3 \\ \times\ .4 \\ \hline \end{array}$	(4)
$\begin{array}{r} 34.78 \\ \times\ .50 \\ \hline \end{array}$	$.9\overline{).45}$	$\begin{array}{r} 27.63 \\ +\ 5.5 \\ \hline \end{array}$	$\begin{array}{r} .10 \\ -\ .3 \\ \hline \end{array}$	(8)
$1.7\overline{)4.8}$	$\begin{array}{r} 8.4 \\ -\ 4.3 \\ \hline \end{array}$	$\begin{array}{r} 1.6 \\ +\ .2 \\ \hline \end{array}$	$\begin{array}{r} .9 \\ \times\ .5 \\ \hline \end{array}$	(12)
(3)	(6)	(9)	(12)	

PROBE: Oral Counting - Teacher's Guide **NUMBER:** M-32

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

SCAT: A Title VI-G Project in Systematic Instruction